

Highvale

V.C.E. COURSE INFORMATION BOOK

2024

HIGHVALE SECONDARY COLLEGE

Capital Avenue, Glen Waverley, 3150
Telephone: 9803 5144 Facsimile: 9803 4310
Email: highvale.sc@edumail.vic.gov.au
Website: www.highvalesc.vic.edu.au

THE V.C.E. AT HIGHVALE

INTRODUCTION

Highvale Secondary College aims to provide a comprehensive range of V.C.E. subjects which cater for students having differing needs, interests and abilities.

The courses available provide a variety of pathways which meet the needs of all students, whether they wish to enter University, TAFE Colleges or employment.

The College has a close association with Monash University and the University of Melbourne which allows students to complete Enhancement Programs involving study of a first year University study whilst in Year 12.

The size of the College allows students to receive individual attention. Quality teaching is delivered by a team of experienced staff dedicated to obtaining the best possible results for the students. Our V.C.E. centre provides an excellent environment for our students with study, computer and leisure facilities.

Highvale has an excellent reputation for providing:-

- *a learning environment that meets the needs of all students*
- *a comprehensive curriculum*
- *quality teaching and experienced teaching staff*
- *excellent student support and counselling services*

On the following pages details of a large number of programs and subjects are listed. Students are advised to consult with the Careers Coordinators, Level coordinators and with subject teachers so as to select the course which best suit their needs.

GENERAL INFORMATION AND PROGRAMS

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INDIVIDUAL V.C.E. UNITS

Page	Subject Name	Subject Unit Codes and Fees			
		Unit 1	Unit 2	Unit 3	Unit 4
8	Accounting	AC011	AC022	AC033	AC034
10	Biology	BI011	BI022	BI033	BI034
14	Chemistry	CH011	CH022	CH033	CH034
19	Physics	PH011	PH022	PH033	PH034
23	Psychology	PY011	PY022	PY033	PY034
27	Business Management	BM011	BM022	BM033	BM034
29	Computing	CO011	CO012	n/a	n/a
	• Informatics	n/a	n/a	IM033	IM034
	• Software Development	n/a	n/a	SD033	SD034
33	Drama	DR011	DR022	DR033	DR034 \$25
37	Economics	EC011	EC022	EC033	EC034
41	English Group of Subjects				
42	- English	EN011	EN012	EN013	EN014
47	- English Language	EN111	EN112	EN113	EN114
51	- English Literature	LI011	LI012	LI013	LI014
55	- English as an Additional Language	EN091	EN092	EN093	EN094
59	Food Studies	FY011 \$90	FY022 \$90	FY033 \$90	FY034 \$90
67	Geography	GE011	GE022	GE033	GE034
70	Health & Human Development	HH011	HH022	HH033	HH034
74	History	HI011	HI022	HI033	HI034
77	Languages				
77	- French	LO091	LO092	LO093	LO093
77	- German	LO101	LO102	LO103	LO104
81	Legal Studies	LS011 TBA	LS022 TBA	LS033 TBA	LS034 TBA
82	Mathematics Group of Subjects				
84	- Mathematics Methods (CAS)	MA111	MA112 \$11	MA113	MA114 \$20
88	- Specialist Mathematics	MA71A	MA72A \$11	MA093	MA094 \$20
91	- General Mathematics	MA071	MA072 \$11	n/a	n/a
92	- Further Mathematics	n/a	n/a	MA073	MA074 \$20
93	- Foundation Mathematics	MA101	MA102	n/a	n/a
94	Media Studies	ME011 \$20	ME022 \$20	ME033 \$20	ME034 \$20
	Music				
102	- Performance	MU011	MU022	MU033	MU034
103	- Investigations	n/a	n/a	MI033	MI034
105	Outdoor and Environmental Studies	OE011	OE022	OE033	OE034
111	Physical Education	PE011	PE022	PE033	PE034
	Product, Design and Technology				
115	- Multi Materials	DT011 \$60	DT022 \$60	DT033 \$60	DT034 \$60
117	- Textiles	DTT01 \$15	DTT02 \$15	DTT03 \$15	DTT04 \$15
119	Studio Arts	SA011 \$55	SA022 \$55	SA033 \$55	SA034 \$55
123	System Engineering	SE011 \$60	SE022 \$60	SE033 \$60	SE034 \$60
126	Visual Communication Design	VC011 \$60	VC022 \$60	VC033 \$70	VC034 \$70

VCE GENERAL INFORMATION

The Victorian Certificate of Education (VCE) is a two year course of study. It represents the culmination of secondary schooling in Victoria.

The aim of the VCE is to provide a comprehensive education for all students, yet allow for appropriate specialisation for students to find a pathway into further study or the workforce.

GAINING YOUR VCE QUALIFICATION

Over the two years of the VCE most full-time students will undertake a total of 22 to 24 semester-length units. Typically, 12 units will be studied in Year 11 (usually these are units 1 & 2). Able students in a particular area may undertake a Unit 3 and 4 sequence in Year 11. Ten or 12 units will be studied in Year 12 (usually units 3 & 4).

In Year 11 students study 6 Highvale subjects per semester. In Year 12 students study 5 Highvale subjects per semester.

In certain circumstances, students may elect to study courses taught by other registered providers. For example- Mandarin taught by a Saturday language school. These subjects are taken in addition to the number of subjects required to be taken at Highvale Secondary College. Students will also need to have these additional subjects approved by the school.

If you are beginning your VCE this year, you must satisfactorily complete: -

- must undertake at least 4 units of English group of subjects
- a satisfactory result must be achieved in both Units 3 and 4 and in at least one of Units 1 and 2 in the chosen English subject.
- 3 sequences of Units 3 and 4 studies other than English
- At least 16 Units altogether

If you have studied at a level equivalent to VCE interstate or overseas you may apply for recognition of prior learning and may gain credit for your studies to replace some VCE units.

THE V.C.E. IN 2021

In all the studies, there are a set of learning outcomes which are statements of what the student will be expected to be able to do by the end of the unit. For a student to be able to be assessed as satisfactory (S) for the unit the student must be able to demonstrate that they have achieved these outcomes. Assessment will be on the basis of such items as folios, essays, research projects, assignments, practical reports et cetera. They are undertaken continuously throughout the unit, and form the basis for the content of the course.

For Units 1 and 2 all assessment is school based and internally assessed. In addition to the Victorian Curriculum and Assessment Authority (VCAA) requirements for an S or N for the unit the college will be making graded assessments (A+ to E) of each student's performance on a range of tasks and on end of semester examinations. For each unit, an overall performance grade will be given. Examination grades will count for 30% of the overall grade in each semester. In the V.C.E. there is now a greater emphasis on external assessment in the form of examinations.

For most Units 3 and 4 studies the external examinations will count for at least 50% of the final study score. The remainder will be school assessed on either (depending on the study):

- school assessed coursework which will be based on student's overall performance and assessed by teachers in accordance with VCAA guidelines
- school assessed tasks which are set by the VCAA and will assess specific outcomes in the study.

Assessment tasks are awarded a graded mark of 'A+' to 'E' (highest to lowest). 'UG' will signify work of insufficient quality to grade. 'NA' will be used if students do not submit work for an assessment task due to special consideration. Assessment tasks for units 1 and 2 are internally set and assessed. Assessment tasks for units 3 & 4 in any particular program are common to all students in the State, and are partly assessed internally in the form of a variety of tasks and partly assessed externally in the form of examinations. Details of the assessment requirements for all subjects can be found in the individual subject descriptions.

VCE REPORTING

The Victorian Curriculum and Assessment Authority will provide all students with a ‘**Statement of Results**’ on completion of units 1 and 2 and again on the completion of units 3 and 4. VCAA will provide a certificate of VCE achievement at the completion of units 3 and 4.

GENERAL ACHIEVEMENTS TEST (GAT)

Students undertaking any unit 3 or 4 study must undertake the General Achievement Test in mid-year. This test provides information for the VCAA to adjust scores for school assessed tasks in Units 3 and 4.

GAINING A TERTIARY ENTRANCE RANK FOR TERTIARY ENTRY

The Australian Tertiary Admissions Rank (ATAR), used for entry into tertiary courses, takes into account scores in Units 3 and 4 English or English Literature or English Language or EAL as well as the best three other scores and 10% of the two next best scores known as the primary four studies.

Students **MUST** attempt Units 3 and 4 from the English group of subjects in order to gain an ATAR. This applies to TAFE as well as University courses.

You can repeat Unit 3 of a study in order to gain your VCE, but Units 3 and 4 sequences must be studied within the one year, in order to be scored. This means that you cannot study Drama 3 in one year and Drama 4 in the next year and still receive a score for that study. You can, however, take more than one year to complete Units 3 and 4 without any penalty, as long as you do not split a study across 2 years. Exceptions to this rule are possible if you have official interrupted study status. There is no value in repeating a Unit 1 and 2 study which you have already passed. In planning your VCE studies, make sure you have up-to-date information about prerequisites for both TAFE and University courses.

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HOW TO CHOOSE YOUR V.C.E. STUDIES

You will have given much thought to the study areas which interest you most. Now:-

- read the unit details in this handbook and think about which units best suit you
- talk to teachers and your parents about your choice of studies

Ask yourself some questions about your future directions (our Careers Counsellors can help you) :-

- what are the possible career or job directions you might wish to follow?
- which subjects or programs would best suit you for the broad career area you have in mind?
- what about further education paths you might take?

Consider PATHWAYS to higher education and careers. For example, find out what studies are recommended for the tertiary courses or career areas which interest you most (again our Careers Counsellors can give you assistance in this matter. The pathways suggested in this handbook are based on current Victorian Tertiary Admissions Centre (VTAC) guidelines.

You can complete the VCE while retaining your eligibility for a wide range of post-VCE options. At the same time you can become eligible for credit in TAFE courses. Ask your Careers Counsellor or the teacher who interviews you, about TAFE courses and recognised of prior learning.

You will need to choose the program which will provide the best pathway toward your future objectives. Although you will plan your course before the start of Year 11, you will be able to vary it, if your needs change.

The procedure for course selection is as follows:-

1. Read this handbook carefully
2. Consult the Careers/Pathways Co-ordinators, if necessary
3. Select a course which suits you and decide which subjects are most suitable and interesting.
4. Ensure you include any pre-requisite subjects for courses you are interested in pursuing after you leave school (See VICTER 2021 if you are in Year 10 in 2021 and VICTER 2021 if you are in Year 11 in 2021)
5. Discuss these choices with your parents and with the teacher who interviews you.
6. Complete the selection form included with this booklet. Hand it in by the due date.

NOTE:

In developing a Program of study, you should make every effort to include some units of Mathematics.

INDIVIDUAL

V.C.E.

UNITS

ACCOUNTING

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

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

Structure

The study is made up of four units.

Unit 1: Role of accounting in business

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

Unit 3: Financial accounting for a trading business

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Content

Unit 1: Role of accounting in business

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

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

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

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. 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. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Assessment of levels of achievement

The student's level of achievement in Unit3 and Unit 4 will be determined by School-assessed Coursework.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. Contribution to final assessment The examination will contribute 50 per cent to the study score.

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BIOLOGY

Unit 1 – *How do living things stay alive?*

Students are introduced to some of the challenges organisms face when sustaining life. They will examine the cell as the structural and functional unit of life, from single celled to the multicellular organisms, and the requirements for sustaining cellular processes. They will analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students will investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem will be explored. Students will consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Areas of Study

1. **How do organisms function?**

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

2. **How do living systems sustain life?**

In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

3. **Practical investigation.**

Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

Outcomes

On completion of this unit the student should be able to:

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Reports of fieldwork activities
- Annotations of practical work, activities or investigations
- Bioinformatics exercises
- Media responses
- Data analysis tasks
- Problem solving tasks involving biological concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to issues
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

AND

For Outcome Three, assessment will be based on:

- A report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 2 – *How is continuity of life maintained?*

Students will focus on cell reproduction and the transmission of biological information from generation to generation. They will learn that all cells are derived from pre-existing cells through the cell cycle. They will examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. They will explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans will be examined, and their potential use in medical therapies considered. Students will apply chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They will explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They will consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. The uses of genetic screening and its social and ethical issues will also be examined.

Areas of Study

1. How does reproduction maintain the continuity of life?

In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in different cells and become familiar with the key events in the phases of the cell cycle.

2. How is inheritance explained?

In this area of study students read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a trait can be due to one gene, many genes acting together, or is due to genes interacting with the environment or epigenetic factors. Students consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of various genetic conditions.

3. Investigation of an issue.

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

Outcomes

On completion of this unit the student should be able to:

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Reports of fieldwork activities
- Annotations of practical work, activities or investigations
- Bioinformatics exercises
- Media responses
- Data analysis tasks
- Problem solving tasks involving biological concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to issues
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

AND

For Outcome Three, assessment will be based on:

- A report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Unit 3 – How do cells maintain life?

Students will explore the importance of the plasma membrane, its differential permeability to specific solutes, its internal spaces and the control of the movement of molecules in and out of such spaces. Students will consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on their complementary nature. Students will study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They will explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students will consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level, students will study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study

1. How do cellular processes work?

Students examine the chemical nature of the plasma membrane and investigate how substances move across it. They investigate gene regulation and the structure and function of DNA, the genetic code and proteins in prokaryotes and eukaryotes. Students learn why the chemistry of the cell usually takes place within a narrow range of temperatures. They examine how reactions such as photosynthesis and cellular respiration are made up of many steps that are controlled by enzymes and coenzymes. Students explain the action of enzymes and coenzymes in cellular reactions and investigate the factors that affect the rate of reactions.

2. How do cells communicate?

Students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of information across the cell to an effector that then initiates a response. Students examine antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

Outcomes

On completion of this unit the student should be able to:

1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the outcomes stated above.

Assessment

The student's level of achievement in Unit 3 will be determined by school – assessed coursework and an end of year examination.

- School – assessed coursework for Unit 3 will contribute 16% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcome One, assessment will be based on:

- A report related to at least two practical activities from a practical logbook.

AND

For Outcome Two, assessment will be based on at least one task selected from:

- A report of a practical activity.
- Annotations of activities from a logbook.
- A graphic organiser.
- A bioinformatics exercise.
- An evaluation of research.
- Media response.
- Data analysis.
- A response to a set of structured questions.
- Problem solving activities.
- A reflective learning journal/blog.

AND

End of year examination.

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

Students investigate the relatedness between species and the impact of various events on a population's gene pool. The accumulation of changes over time is a mechanism for evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence supporting evolution. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological and ethical consequences of manipulating DNA is explored for both the individual and the species.

Areas of Study

1. How are species related?

Students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

2. How do humans impact on biological processes?

Students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of DNA to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies and consider their social and ethical implications.

3. Practical investigation.

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

Outcomes

On completion of this unit the student should be able to:

1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in Unit 4 will be determined by school – assessed coursework and an end of year examination.

- School – assessed coursework for Unit 4 will contribute 24% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcome One, assessment will be based on:

- A report using primary or secondary data.

AND

For Outcome Two, assessment will be based on one of the following:

- A response to an issue.
- A report of a laboratory investigation.

AND

For Outcome Three, assessment will be based on:

- A structured scientific poster.

AND

End of year examination.

CHEMISTRY

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study

1. How can knowledge of elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the Periodic Table. Students examine the Periodic Table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity. Students investigate the nature of metals and their properties, including metallic nanomaterials. They study how ionic compounds are formed, explore their crystalline structures and investigate how changing environmental conditions may change their properties. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

2. How can the versatility of non-metals be explained?

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

3. Research investigation.

In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

Outcomes

On completion of this unit the student should be able to:

1. Relate the position of elements in the Periodic Table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Annotations of a practical work folio of activities or investigations
- Reports of practical activities or investigations
- Modelling activities
- Media responses
- Problem-solving involving chemical concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to issues
- Data analysis
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

AND

For Outcome Three, assessment will be based on:

- A report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

Unit 2 – What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of Study

1. How do substances interact with each other?

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They also explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

2. How are substances in water measured and analysed?

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

3. Practical investigation.

Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.

Outcomes

On completion of this unit the student should be able to:

1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Annotations of a practical work folio of activities or investigations
- Reports of practical activities or investigations
- Modelling activities
- Media responses
- Problem-solving involving chemical concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to issues
- Data analysis
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

AND

For Outcome Three, assessment will be based on:

- A report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.

Unit 3 – How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, investigate the combustion of fuels, consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Areas of Study

1. What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels. They conduct practical investigations and compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

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

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled. They explain reactions with reference to the collision theory including reference to Maxwell-Boltzmann distribution curves. Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier's principle. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur. They examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws.

Outcomes

On completion of this unit the student should be able to:

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end of year examination.

- School-assessed coursework for Unit 3 will contribute 16% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcome One, assessment will be based on one of the following:

- Analysis and evaluation of stimulus material.
- A report on a laboratory investigation.
- A comparison of two electricity-generating cells.
- A reflective learning journal/blog related to selected activities or in response to an issue.

AND

For Outcome Two, assessment will be based on at least one of the following:

- Annotations of at least two practical activities.
- A report of a student investigation.
- An evaluation of research.
- Analysis of data.
- Media analysis/response.
- A graphic organiser illustrating a chemical process.
- An analysis of an unfamiliar chemical manufacturing process or electrolytic cell.
- A response to a set of structured questions.

AND

End of year examination.

Unit 4 – How are organic compounds categorised, analysed and used?

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 the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds. They perform volumetric analyses. Students consider the nature of reactions to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures. The role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?

In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds. Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

2. What is the chemistry of food?

Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine hydrolysis and condensation reactions. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore applications of food chemistry.

3. Practical investigation.

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

Outcomes

On completion of this unit the student should be able to:

1. compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in Unit 4 will be determined by school-assessed coursework and an end of year examination.

- School-assessed coursework for Unit 4 will contribute 24% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcome One, assessment will be based on at least one of the following:

- Annotations of at least two practical activities from a practical logbook.
- A report of a student investigation.
- Analysis of data including generalisations and conclusions.
- Media analysis/response.
- A response to a set of structured questions.
- A reflective learning journal/blog related to comparison of organic structures or pathways.

AND

For Outcome Two, assessment will be based on one of the following:

- Response to stimulus material.
- A report of a laboratory investigation.
- A comparison of food molecules.
- A reflective learning journal/blog related to selected activities or in response to an issue.

AND

For Outcome Three, assessment will be based on:

- A structured scientific poster according to the VCAA standard template.

AND

End of year examination.

NOTE: Regarding Chemistry Units 1-4

1. Students are expected to record accurate details of laboratory activities in a log book.
2. Satisfactory completion of all school-assessed coursework is required.
3. Students may be required to attend organised excursions. There would be a cost associated with these excursions.
4. As required by Occupational Health and Safety regulations, chemistry students will be expected to provide their own laboratory coat.

PHYSICS

Unit 1 – *What ideas explain the physical world?*

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Areas of Study

1. **How can thermal effects be explained?**

Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

2. **How do electrical circuits work?**

Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

3. **What is matter and how is it formed?**

Students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Outcomes

On completion of this unit students should be able to:

1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment

For Outcomes One, Two and Three, assessment will be based on a selection of:

- Annotated folio of practical activities
- Data analysis tasks
- Design, building, testing and evaluation of devices
- Explanation of the operation of devices
- Proposed solutions to a scientific or technological problems
- Report of selected physics phenomena
- Modelling activities
- Media responses
- Summary reports of selected practical investigations
- Reflective learning journals/blogs related to selected activities or in responses to issues
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

Unit 2 – *What do experiments reveal about the physical world?*

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Areas of Study

1. How can motion be described and explained?

Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

2. Options.

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

3. Practical investigation.

In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Outcomes

On completion of this unit students should be able to:

1. Investigate, analyse and mathematically model the motion of particles and bodies.
2. Investigate, explain and analyse information based on one of the 'Options' in Area of Study 2 listed above.
3. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Annotated folio of practical activities
- Data analysis tasks
- Design, building, testing and evaluation of devices
- Explanation of the operation of devices
- Proposed solutions to a scientific or technological problems
- Report of selected physics phenomena
- Modelling activities
- Media responses
- Summary reports of selected practical investigations
- Reflective learning journals/blogs related to selected activities or in responses to issues
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

AND

For Outcome Three, assessment will be based on:

- A report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 3 – How do fields explain motion and electricity?

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 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.

Areas of Study

1. How do things move without contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

2. How are fields used to move electrical energy?

In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

3. How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Outcomes

On completion of this unit students should be able to:

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in this unit will be determined by school-assessed coursework and an end of year examination.

- School-assessed coursework for Unit 3 will contribute 21% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcomes One, Two and Three, assessment will be based on a selection of the following:

- Annotations of at least two practical activities from a practical logbook.
- A report of a student investigation.
- A report of a physics phenomenon.
- Data analysis.
- Media analysis/response.
- Design, building, testing and evaluation of a device.
- An explanation of the operation of a device.
- A proposed solution to a scientific or technological problem.
- A response to structured questions.
- A reflective learning journal or blog related to selected activities or in response to an issue.
- A test (short answer and extended response).

AND

- End of year examination.

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

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 model 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.

Areas of Study

1. How can waves explain the behaviour of light?

Wave theory has been used to describe transfers of energy, to explain phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

2. How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed, they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

3. Practical investigation.

A student-designed practical investigation related to knowledge and skills developed across Units 3 and 4 is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

Outcomes

On completion of this unit students should be able to:

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement in this unit will be determined by school-assessed coursework and an end of year examination.

- School-assessed coursework for Unit 4 will contribute 19% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcomes One and Two, assessment will be based on a selection of the following:

- Annotations of at least two practical activities from a practical logbook.
- A report of a student investigation.
- A report of a physics phenomenon.
- Data analysis.
- Media analysis/response.
- Design, building, testing and evaluation of a device or model.
- An explanation of the operation of a device or model.
- A proposed solution to a scientific or technological problem.
- A response to structured questions.
- A reflective learning journal or blog related to selected activities or in response to an issue.
- A test (short answer and extended response).

AND

For Outcome Three, assessment will be based on a:

- Structured scientific poster according to the VCAA template.

AND

- End of year examination.

PSYCHOLOGY

Unit 1 – *How are behavioural and mental processes shaped?*

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

Areas of Study

1. How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

2. What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

3. Student-directed research investigation.

Students investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

Outcomes

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

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Reports of practical activities involving the collection of primary data
- Research investigations involving the collection of secondary data
- Brain structure modelling activities
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/responses
- Problem solving involving psychological concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to an issue
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

For Outcome Three, assessment will be based on:

- A report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

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

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

Areas of Study

1. What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

2. How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

3. Student-directed practical investigation.

In this area of study students design and conduct a practical investigation related to external influences on behaviour.

Outcomes

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

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment

For Outcomes One and Two, assessment will be based on a selection of:

- Reports of practical activities involving the collection of primary data
- Research investigations involving the collection of secondary data
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/responses
- Problem solving involving psychological concepts, skills and/or issues
- Reflective learning journals/blogs related to selected activities or in response to an issue
- Tests comprising multiple choice and/or short answer and/or extended response
- End of semester examination

For Outcome Three, assessment will be based on:

- A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study

1. How does the nervous system enable psychological functioning?

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. They consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

2. How do people learn and remember?

In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory.

Outcomes

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

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's level of achievement in Unit 3 by school assessed coursework and an end of year examination.

- School-assessed coursework for Unit 3 will contribute 16% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcomes One and Two, assessment will be based on a selection of the following tasks:

- Annotations of at least two practical activities from a practical logbook.
- Evaluation of research.
- A report of a student investigation.
- An analysis of data including generalisations and conclusions.
- A visual presentation and/or a flow chart.
- Media analysis/response.
- A response to a set of structured questions
- A reflective blog/learning journal related to selected activities or in response to an issue.
- A test

AND

End of year examination.

Unit 4 – *How is wellbeing developed and maintained?*

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?

Students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour

2. What influences mental wellbeing?

Students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

3. Practical investigation.

A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.

Outcomes

On completion of this unit the student should be able to:

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's level of achievement in Unit 4 by school assessed coursework and an end of year examination.

- School-assessed coursework for Unit 4 will contribute 24% to the study score.
- The end of year examination will contribute 60% to the study score.

For Outcomes One and Two, assessment will be based on a selection of the following tasks:

- Annotations of at least two practical activities from a practical work folio.
- Comparison of different states of consciousness.
- Analysis of the development of specific phobia or the maintenance of mental health.
- A report of a student investigation.
- An analysis of data including generalisations and conclusions.
- Media analysis/response.
- A response to a set of structured questions
- A reflective blog/learning journal related to selected activities or in response to an issue.
- A test

AND

For Outcome Three, assessment will be based on a structured scientific poster according to the VCAA template.

AND

- End of year examination.

BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

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

Structure

The study is made up of four units:

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: *Managing a business*

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. 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 and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: *Transforming a business*

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. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Units 1 and 2

A variety of work related to outcomes is assessed by the school

Units 3 and 4

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

Other Information :

There are sometimes excursions for individual Business Management units. Where these occur, they are usually compulsory and will attract a charge to cover staffing, transport and venue entry as necessary.

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COMPUTING

Scope of Study

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems to create digital solutions that meet specific needs. The study is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions.

Rationale

The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

Aims

This study enables the student to:

- Apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- Understand how data can be represented in digital systems
- Become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems
- Understand the components of information systems and the architecture of the associated digital systems
- Understand how digital systems process, legislation and personal behaviours can affect the integrity and security of data and information
- Apply computational, design and systems thinking skills when creating digital solutions

Structure

The study is made up of six units:

- Unit 1: Computing
- Unit 2: Computing
- Unit 3: Informatics
- Unit 4: Informatics
- Unit 3: Software Development
- Unit 4: Software Development

There are no prerequisites for entry in Units 1, 2 and 3, however students must undertake Unit 3 prior to Unit 4.

Unit 1: Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

Software tools

Area of Study 1	Any software tool to create a graphic solution
Area of Study 3	Web authoring software, visualising thinking tool/s, tool for planning a project

The following indicates the software tool that students are required to use, but not required to study, in this unit.

Area of Study 2	A graphic tool to represent a network solution
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Area of Study

1. Data and Graphics Solutions
2. Networks
3. Collaboration and Communication

Unit 2: Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions and develop an understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations.

Software Tools

Area of Study 1	A programming or scripting language
Area of Study 2	One data manipulation tool and one visualisation tool (ex - programming language, database software, spreadsheet software, data visualisation software)
Area of Study 3	Database Management Software

Area of Study

1. Programming
2. Data Analysis and visualisation
3. Data Management

Assessment

The award for satisfactory completion of Unit 1 and 2 Computing is based on whether the student has demonstrated achievement of the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school based.

Unit 3: Informatics

In Informatics Units 3 and 4 students focus on data, information and information systems.

Software Tools

Area of Study 1	A relational database management system (RDBMS) Drawing or Graphics software
Area of Study 2	Appropriate tool for documenting project plans Software tools to capture, store, prepare and manipulate data

Areas of Study

1. Organisations and data management
2. Data analytics - drawing conclusions

Outcomes

On completion of this unit the student should be able to:

- a. Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.
- b. Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypotheses, and formulate a project plan to manage progress.

Assessment

The student's level of achievement for Unit 3 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score

Unit 4: Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Software Tools

Area of Study 1	Software tools to manipulate data for creating a multimodal online solution Appropriate tools for documenting project plans.
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Areas of Study

1. Data analytics – presenting the findings
2. Information management

Outcomes

On completion of this unit the student should be able to:

- a. Design, develop and evaluate a multimodal online solution that confirms or refutes a hypotheses, and assess the effectiveness of the project plan in managing progress.
- b. Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

Assessment

The student's level of achievement for Unit 4 will be determined by school assessed coursework and will contribute 10% to the study score. The school assessed task will contribute 30% to the study score

External Assessment

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

Unit 3: *Software Development*

In this unit students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. Students use a programming language to create working software modules.

Software Tools

The following indicates the software tools that students are required to both study and use in this unit.

Area of Study 1	An appropriate programming language Unified modelling language to create use cases
The following indicates the software tool that students are required to use, but not required to study, in this unit	
Area of Study 2	Appropriate tool for documenting project plans

Areas of Study

1. Programming practice
2. Analysis and design

Outcomes

On completion of this unit students should be able to:

- a. Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.
- b. Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

Assessment

The student's level of achievement for Unit 3 will be determined by school assessed coursework and a school assessed Task

Unit 4: *Software Development*

In Software Development Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Software Tools

Area of Study 1	An appropriate programming language
The following indicates the software tool that students are required to use, but not required to study, in this unit	
Area of Study 2	Appropriate tool for documenting project plans

Areas of Study

1. Software Solutions
2. Interactions and Impact

Outcomes

On completion of this unit student should be able to:

- a. Apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.
- b. Analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Assessment

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and a school assessed task.

DRAMA

Unit 1 - *Dramatic Storytelling*

Focus of unit

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of a solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

This unit also involves analysis of students' own performance work and analysis of a performance by professional and other drama practitioners.

Areas of Study

1. **Creating a Devised Performance**

This area of study will include:

- The use of play-making techniques to devise dramatic works.
- The use of stimulus and collaborative processes and construction techniques when creating dramatic works.
- The use of personal, cultural and/or community experiences and stories in drama work devising.
- The recording and documenting of playmaking techniques used to develop performance works.

2. **Presenting a Devised Performance**

This area of study will include:

- Sustaining and re-creating character.
- Understanding how narrative is given form and meaning through performance.
- Ways dramatic elements can be enhanced and manipulated through performance.
- Characterisation and techniques in transformation of character through manipulation of expressive skills.
- Presentation of character using naturalistic and non-naturalistic performance styles.
- Performance skills such as belief, presence and energy as well as audience actor relationships.

3. **Analysing a Devised Performance**

This area of study will include:

- Describe the use of expressive skills to develop and present characters and stories.
- Describe the use of different stimulus material to develop and realise characters.
- Record and evaluate stages in the development of characters
- Reflect on the developmental processes and analyse the performance of characters.
- Analyse the actor / audience relationship.
- Use the language of drama appropriately to describe and analyse performances.

4. **Analysing drama performances presented by other practitioners.**

This area of study will include:

- Characterisation, through the manipulation of expressive skills.
- Dramatic elements, theatrical conventions and stagecraft and how they are used to structure and enhance a performance.
- Performance style/s and how they are defined by acting and stagecraft.
- Ways the actor-audience relationship can be created and manipulated.
- The language of drama that can be used to describe and analyse performance.

Assessment

- Solo Folio
- Performance Analysis
- Solo Performance
- Performance Evaluation

Unit 2 – Non-naturalistic Australian Drama

Focus of Unit

This unit focuses on the use of documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and / or an icon from a contemporary or Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

Areas of Study

1. Using Australia as inspiration

This area of study will include knowledge such as:

- Techniques used to develop stimulus material into narrative, such as role play.
- Play-making techniques used to construct a devised performance; for example, improvisation or storyboarding.
- Performance styles from a range of historical, cultural and social contexts.
- Theatrical conventions appropriate to the selected performance style/s; for example, use of song and disjointed time sequences in the Brechtian style.

2. Presenting a devised performance

This area of study will include knowledge such as:

- How narrative is given form and meaning through performance.
- Performance styles from a range of historical, cultural and social contexts.
- Ways dramatic elements can be enhanced and manipulated through performance.
- Theatrical conventions appropriate to selected performance styles.
- Stagecraft appropriate to the selected performance style/s.
- Performance skills such as persistence and energy.

3. Analysing a devised performance

This area of study will include knowledge such as:

- Describe the use of theatrical conventions and how they affected the performance and performance style/s.
- Analyse how dramatic elements were manipulated in performance.
- Examine how the use of stagecraft and theatrical conventions defined the performance style/s.
- Describe how the use of different stimulus material was used to develop and enhance the presentation of characters, setting and context.

4. Analysing Australian drama performance

This area of study will include knowledge such as:

- Ways in which performance style/s theatrical conventions and dramatic elements are manipulated to give form to dramatic works.
- The language of drama and ways it can be used to analyse and describe performances.

Assessment

- Devising an Australian performance
- Presenting an Australian performance
- Self-analysis and evaluation
- Australian drama analysis

Unit 3 – Devised non-naturalistic ensemble performance

Focus of unit

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Areas of Study

1. Devising and presenting non-naturalistic ensemble performance

This area of study will include knowledge such as:

- Role and its application to ensemble performance.
- Performance styles that are not dependent of life like representations of everyday life.
- Techniques used by drama practitioners to develop non-naturalistic performances.
- Use of dramatic elements in ensemble performance.
- Theatrical conventions used to enhance non-naturalistic ensemble performance.
- Play-making techniques used at different stages in the construction and development of an ensemble.
- Expressive and Performance skills.

2. Responding to devised ensemble performances

This area of study will include knowledge such as:

- Use the language of drama.
- Describe, analyse and document knowledge identified in Outcome 1.

3. Analysing non-naturalistic performance

This area of study will include knowledge such as:

- Ways in which performance styles that are not life like representations of everyday life and theatrical conventions are used in performance.
- Ways in which characters are represented in non-naturalistic performances through the actors' use of expressive skills.
- Ways in which dramatic elements, theatrical conventions and stagecraft are manipulated to enhance non-naturalistic performance.
- The language of drama associated with performance styles, traditions and practitioners from contemporary and or cultural traditions relevant to non-naturalistic performance.

Assessment

- Ensemble Performances.
- Performance Analysis.
- Ensemble Folio.
- Performance Evaluation.

Unit 4 – Non-naturalistic Solo Performance

Focus of unit

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance, they develop practical skills of researching, creating, presenting, documenting and analysing solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.

Areas of Study

1. Working with stimulus material

This area of study will include knowledge such as:

- Stages of the creative process.
- The dramatic potential of selected stimulus material.
- Improvisation exercises to create character.
- Processes used to develop and refine a solo performance.
- Components of a rehearsal process including working within a given timeframe, seeking and responding to feedback and committing actions and language to memory.

2. Devising a non-naturalistic solo performance

This area of study will include knowledge such as:

- Stimulus material used as a basis for making and creating a solo performance in response to a prescribed structure.
- A range of play-making techniques which can be used in the development and performance of a solo performance.
- The dramatic elements as required in the prescribed structure.
- Non-naturalistic performance styles.
- Performance styles from a range of historical, cultural and social traditions.
- Expressive skills used to communicate non naturalistic characters.

3. Analysing a devised non-naturalistic solo performance

This area of study will include knowledge such as:

- The use of stimulus material in developing and creating solo performance.
- The use of a range of play-making techniques and creative processes including researching in the development and presentation of a solo performance.
- Performance styles and theatrical conventions.
- Application and manipulation of dramatic elements and stagecraft in the creation of solo performance.
- The use of expressive skills to communicate and embody characters within a solo performance.
- The language of drama associated with performance styles, theatrical conventions, dramatic elements, stagecraft and play-making techniques.

Assessment

- Solo Performance. (External Assessment)
- Performance Analysis.
- Solo Folio.
- End of Year Examination. (External Assessment)

Charges

There is a \$25.00 compulsory excursion fee.

ECONOMICS

Economics can be described as the science of decision making. It is concerned with the way society distributes and uses resources such as land, labour, raw materials, and goods and services. It is one of the few fields of study that is both an academic discipline connected with a huge body of knowledge and occupation. Professional economists can study economic and statistical data related to all spheres of life and society, and often work in an advisory capacity, reporting and forecasting. They may even plan and make policy based on their findings. Professional economists often work in the government sector. Other places where economists work are with unions, publicly listed corporations, finance and insurance companies, industry associations and universities. There is a fairly wide range of courses on offer in the field, covering specialisations such as business economics and econometrics.

STRUCTURE OF UNIT ONE TO FOUR ECONOMICS

The study is made up of four units.

Unit 1: The behaviour of consumers and businesses

Unit 2: Contemporary economic issues

Unit 3: Australia's economic prosperity

Unit 4: Managing the economy

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills

Unit 1 - **ECONOMICS: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES**

Areas of Study

1. **Thinking like an economist**

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions.

2. **Decision making in markets**

The Australian economy uses the market-based system to allocate resources. Markets are essentially places where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention.

Outcomes

1. **Thinking like an economist**

On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.

2. **Decision making in markets**

On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Unit 2 – *ECONOMICS: CONTEMPORARY ECONOMIC ISSUES*

Areas of Study

1. Economic growth, long-term economic prosperity and environmental sustainability

In this area of study students consider the meaning and importance of economic growth and its effect on material and non-material living standards. The Australian Government generally pursues policies that are focused on at least maintaining, and in some cases, increasing the rate of economic growth.

2. Economic efficiency and equity

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society. In this area of study students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia.

3. Global economic issues

In this area of study students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made with regard to these issue/s.

Outcomes

1. Economic growth, long-term economic prosperity and environmental sustainability

On completion of this unit the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.

2. Economic efficiency and equity

On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.

3. Global economic issues

On completion of this unit the student should be able to explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

ASSESSMENT FOR UNIT ONE AND TWO ECONOMICS

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- media analyses
- case studies
- fieldwork
- economic simulation activities.

There will be an end of unit examination for both Unit One and Two Economics.

Unit 3 - *ECONOMICS: AUSTRALIA'S ECONOMIC PROSPERITY*

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

Areas of Study

1. **An introduction to microeconomics: the market system, resource allocation and government intervention**

In this area of study students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced.

2. **Domestic macroeconomic goals**

In this area of study students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macro-economy. Students examine how each of the goals is measured and the potential consequences associated with the non-achievement of each goal.

3. **Australia and the world economy**

Australia is an open economy. There has been a gradual reduction in trade barriers with trade making an increasingly greater contribution to Australia's living standards.

Outcomes

1. **An introduction to microeconomics: the market system, resource allocation and government intervention**

On completion of this unit the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.

2. **Domestic macroeconomic goals**

On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.

3. **Australia and the world economy**

On completion of this unit the student should be able to explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.

Unit 4 - *ECONOMICS: MANAGING THE ECONOMY*

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards.

Areas of Study

1. Aggregate demand policies and domestic economic stability

In this area of study students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively 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

In this area of study 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.

Outcomes

1. Aggregate demand policies and domestic economic stability

On completion of this unit the student should be able to discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

2. Aggregate Supply Policies

On completion of this unit the student should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

ASSESSMENT FOR UNIT THREE AND FOUR ECONOMICS

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment undertaken for Unit Three and Four to the study score in VCE Economics is as follows:

- **Unit 3 School-assessed Coursework: 25 %**
- **Unit 4 School-assessed Coursework: 25 %**
- **End-of-year examination: 50 %**

For unit three students are required to demonstrate three outcomes. For unit four students are required to demonstrate the set outcomes for two areas of study.

School- assessed course work may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- media analyses
- case studies
- fieldwork
- economic simulation activities.

ENGLISH GROUP OF SUBJECTS

All students must undertake four units of an English subject and satisfactorily complete three units as part of the requirements for VCE.

There are a number of options for meeting the above requirement as follows:

Option One: English

English Units 1 and 2 and Units 3 and 4

Option Two: English Literature

English Literature Units 1 and 2 and **English Literature** Units 3 and 4

Any students desiring to undertake this option must have their course approved by the course advisors

Option Three : English Language

English Language Units 1 and 2 in 2014 and **English Language** Units 3 and 4 in 2017

Any students desiring to undertake this option must have their course approved by the course advisors

Option Four : Combination of English and/or English Literature

English Literature Units 1 and 2 and English Units 3 & 4

Any students desiring to undertake this option must have their course approved by the course advisors

Option Five : Study of Two English Subjects

A student may study 2 English subjects.

Any students desiring to undertake this option must have their course approved by the course advisors

ENGLISH

Unit 1 - *English*

Focus of Unit

In this unit, students read and respond to texts analytically and creatively. 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.

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

Areas of Study

1. **Reading and responding 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. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. Students also examine the ways in which readers construct meaning from texts through, for example, an awareness of context and purpose, and their knowledge of other texts.

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.

Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practice their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others.

Students practice written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

In this area of study students' writing is informed by their reading of a range of texts relevant to a particular Context. They examine the effects of form, purpose, audience and context on the authors' choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process that includes planning, reviewing and editing

Outcomes

On completion of this unit the student should be able to:

- i. produce analytical and creative responses to texts
- ii. analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 will be in written form.

Unit 2 - English

Focus of Unit

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented 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.

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. Students practice their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

2. Analysing and presenting

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Students practice developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practice presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed. They use the features of texts appropriately and include accurate referencing and acknowledgment.

Outcomes

On completion of this unit the student should be able to:

- i. compare the presentation of ideas, issues and themes in two texts.
- ii. identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- responses to text in written, oral or multimodal form;
- personal, imaginative, informative, instructional, argumentative or persuasive texts;
- an oral presentation, with or without datashow;
- discussion of the use of language and point/s of view in a persuasive text.

Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected Context.

No more than one assessment task in Unit 2 may be in oral form.

YEAR 12 ENGLISH

Unit 3 - English

Focus of Unit

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of Study

1. Reading and Creating Texts

- Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.
- Students examine the ways in which readers are invited to respond to texts.
- They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts,
- They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression.
- Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.
- In developing a creative response, they explore issues of purpose and audience and make key choices about structure, conventions and language.
- They develop a credible and effective voice and style and use the chosen features of the selected text.
- They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

2. Analysing Argument

- Students analyse and compare the use of argument and language in texts that debate a topical issue.
- 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.
- Students considering information about the purpose, audience and context of a text,
- Students explore the argument of a persuasive piece, and the way written, spoken and visual language is used.
- Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.
- Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.
- They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments.
- They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

Outcomes

On completion of this unit the student should be able to:

- i. to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- ii. analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue.

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Unit 4 - English

Focus of Unit

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media

Areas of Study

1. Reading and Comparing Texts

- 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.
- Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.
- They use planning and drafting to test and clarify their ideas, and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence.
- They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

2. Presenting Argument

- 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.
- Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.
- Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.
- Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students
- Students develop, test and practise argument, critically analysing their own developing text.
- Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument.

Outcomes

On completion of this unit the student should be able to:

- i. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- ii. Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year.

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

ENGLISH LANGUAGE

Structure

The study is made up of four units:

Unit 1:	Language and communication
Unit 2:	Language change
Unit 3:	Language variation and social purpose
Unit 4:	Language variation and identity

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: *Language and Communication*

Focus of the unit

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

Areas of Study

1. **The nature and functions of language**

In this area of study students explore the nature of language and the various functions language performs in a range of contexts.

2. **Language acquisition**

This area of study focuses on the developmental stages of child language acquisition. Students understand that in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.

Outcomes

On completion of this unit students should be able to:

- identify and describe primary aspects of the nature and functions of human language.
- describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- a folio of annotated texts
- an investigative report
- an analytical commentary
- an essay
- a case study
- short-answer questions
- a written or an oral analysis of data
- an analysis of spoken and/or written text
- an oral and/or a multimodal presentation.

Unit 2: Language Change

Focus of the unit

In this unit, students focus on language change. Languages are dynamic and change is an inevitable and a continuous process.

Areas of Study

1. English across time

This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages. They explore language change across all subsystems, as represented in texts that traverse the history of English.

2. Englishes in contact

In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca, and the significant cultural repercussions of language contact. Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular culture texts.

Outcomes

On completion of this unit students should be able to:

- a. describe language change as represented in a range of texts and analyse a range of attitudes to language change.
- b. describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- a folio
- an investigative report
- a test
- an essay
- short-answer questions
- a written or an oral analysis of data
- an analysis of spoken and/or written text
- an oral and/or a multimodal presentation.

Unit 3: *Language Variation and Social Purpose*

Focus of the unit

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of Study

1. Informal Language

In this area of study students consider the way speakers and writers choose from a vast repertoire of language in order to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

2. Formal Language

In this area of study students consider the way speakers and writers choose from a repertoire of language in order to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

Outcomes

On completion of this unit students should be able to:

- a. identify and analyse distinctive features of informal language in written and spoken texts.
- b. identify and analyse distinctive features of formal language in written and spoken texts.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

Assessment tasks:

1. Analysis of one or more samples of informal language (50marks)
2. Analysis of one or more samples of formal language (50marks)

in any one or a combination of the following:

- an essay
- a written report of an investigation
- a folio of annotated texts
- an analytical commentary
- a short-answer test
- an oral presentation

For Units 3 & 4, school assessed work will contribute 50% to the final assessment.

50% will be an end of year written examination.

Unit 4: Language Variation and Identity

Focus of the unit

In this unit students focus on the role of language in establishing and challenging different identities.

Areas of Study

1. **Language variation in Australian Society**

This area of study enables students to understand the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a shared national identity.

2. **Individual and group identities**

In this area of study students focus on the role of language in reflecting and constructing individual and group identities.

Outcomes

On completion of this unit students should be able to:

- a. investigate and analyse varieties of Australian English and attitudes towards them. (50marks)
- b. analyse how people's choice of language reflects and constructs their identities. (50marks)

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks. For each outcome, any or combination of the following:

- an essay
- a written report of an investigation
- an analysis of one or more texts
- a folio of annotated texts
- a short-answer test
- an oral /or a multimodal presentation
- an analytical commentary

For Units 3 & 4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

ENGLISH LITERATURE

Unit 1: *Approaches to Literature*

Focus of the unit

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study

1. **Reading Practices**

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

2. **Ideas and concerns in texts**

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Outcomes

On completion of this unit students should be able to:

- a. respond to a range of texts and reflect on influences shaping these responses.
- b. analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- A reading/viewing journal.
- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary

At least one of the assessment tasks in Unit 1 will be in oral form.

Unit 2: Context and connections

Focus of the unit

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

1. The text, the reader and their contexts

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 and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

2. Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Outcomes

On completion of this unit students should be able to:

- a. analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- b. compare texts considering the dialogic nature of texts and how they influence each other.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- essay (comparative, interpretive, analytical or discursive);
- journal entries;
- a multimedia presentation;
- participation in an online discussion;
- an oral or a written review
- performance and commentary.
- an original piece of writing responding to a text(s) studied
- a close analysis of selected passages

Students will produce an extended written response of approximately 1000–1500 words for this outcome.

Unit 3 : Form and Transformation

Focus of Unit :

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Areas of Study

1. Adaptations and Transformations

- Students investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.
- They consider how the perspectives of those adapting texts may inform or influence the adaptations.
- Students draw on their study of adaptations and transformations to develop creative responses to texts.
- Students develop their skills in communicating ideas in both written and oral forms.

2. Creative Responses to Texts

- Students focus on the imaginative techniques used for creating and recreating a literary work.
- Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts.
- They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure.
- Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text,
- Students develop an understanding of the concerns and attitudes explored. Students develop an understanding of the various ways in which authors craft texts.
- They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

Outcomes

On completion of this unit the student should be able to:

- i. Analyse the extent to which meaning changes when a text is adapted to a different form.
- ii. Respond creatively to a text and comment on the connections between the text and the response.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- An analysis of how the form of a text influences meaning
- A creative response to a text.
- A reflective commentary establishing connections with the original text.

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

Unit 4 : Interpreting Texts

Focus of Unit :

In this unit students consider how the form of a text affects meaning, and how writers construct In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. oral forms.

Areas of Study

1. Literary Perspectives

- Students focus on how different readings of texts may reflect the views and values of both writer and reader.
- Students consider the ways in which various interpretations of texts can contribute to understanding.
- They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied.
- Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created.
- Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed.
- Students develop their own response to a text.

2. Close Analysis

- Students focus on detailed scrutiny of the language, style, concerns and construction of texts.
- Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.
- Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed.
- They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Outcomes

On completion of this unit the student should be able to:

- i. Produce an interpretation of a text using different literary perspectives to inform their view.
- ii. Analyse features of texts and develop and justify interpretations of texts.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following school assessed coursework tasks:

- A written interpretation of a text using two different perspectives to inform their response.
- A written interpretation of a text, supported by close textual analysis.
- A written interpretation of a different text from Task 1, supported by close textual analysis.

For Units 3&4, school assessed work will contribute 50% to the final assessment. 50% will be an end of year written examination.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The College provides for EAL students who have been in Australia for seven years or less and who have studied English less than seven years. The focus of the course is to empower students to be competent and confident language users.

The focus of the course is to empower students to be competent and confident language users.

All EAL students must undertake four units of English as an Additional Language (EAL) and satisfactorily complete three units (two of which must be units 3 and 4) as part of the requirements for VCE.

NOTE: Students are encouraged to read widely in Units 1 and 2 to support the achievement of all outcomes.

Unit 1 – *English As An Additional Language*

In this unit, students read and respond to texts analytically and creatively. 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.

Areas of Study

1. Reading and creating texts

In this area of study students explore how meaning is created in a text. They consider the similarities and differences between texts develop the ability to respond to texts in written and spoken and/or multimodal forms. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

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. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes.

Outcomes

On completion of this unit the student should be able to:

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences.
- Create their own texts intended to position audiences

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- An analytical response to a set text
- A creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- An analysis of the use of argument and persuasive language in text/s
- A text intended to position an audience.
- One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.
- For EAL students at least one text provided for the assessment of Outcome 2 will be in spoken form or have a spoken component to allow for the assessment of listening skills.

Special Requirements:

To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than 7 years.

Unit 2 – *English As An Additional Language*

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented 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.

Areas of Study

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 practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing.

Outcomes:

On completion of this unit the student should be able to:

- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience,
- Create a text that presents a point of view.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment:

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- A comparative analytical response to set texts
- A persuasive text that presents an argument or viewpoint
- An analysis of the use of argument and persuasive language in text/s.

For EAL students at least one text provided for assessment of Outcome 2 will be in spoken form or have a spoken component to allow for the assessment of listening skills.

Special Requirements:

To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than 7 years.

The College provides for EAL students who have been in Australia for seven years or less and who have studied English for less than seven years. The focus of the course is to empower students to be competent and confident language users.

Note: Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

Unit 3 – English As An Additional Language

Area 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. They develop and justify their own detailed interpretations of text.

Area of Study 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.

Area of Study 3

Listening to texts

In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners.

Outcomes:

On completion of this unit the student should be able to:

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare of the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Comprehend a spoken text.

Assessment:

- An analytical interpretation of a selected text in written form or a creative response to a selected text in written or oral form with a written explanation of creative decisions and how these demonstrate understanding of the text.
- A demonstration of understanding of two to three texts that present a point of view on an issue through short answer responses and note-form summaries.
- An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.
- Comprehension of a spoken text through short answer responses and note-form summaries.

NOTE:

School-assessed Coursework for Unit 3 contributes 25% of the final Assessment

Unit 4 – English As An Additional Language

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Area 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.

Area of Study 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.

Outcomes:

On completion of this unit the student should be able to:

- Produce a detailed comparison that analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment:

- A detailed comparison, in written form, of how two selected texts present ideas, issues and themes.
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1st September of the previous year.

NOTE:

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

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

FOOD STUDIES

Unit 1: *Food origins*

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of Study

1. **Food around the world**

In this area of study students explore the origins and cultural roles of food, from early civilisations 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 with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

2. **Food in Australia**

In this area of study students focus on the history and culture of food in Australia. They 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 food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

Outcomes

On completion of this unit the student should be able to:

- a) Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- b) To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1
- c) Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.
- d) To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Unit 1 and Unit 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment for Outcome 1:

A range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

- short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- oral presentation
- practical demonstration
- video or podcast.

Assessment for Outcome 2:

A range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for the assessment of Outcome 2 should be selected from the following:

- short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- oral presentation
- practical demonstration
- video or podcast.

Unit 2: *Food makers*

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of Study

1. Food industries

In this area of study students focus on commercial food production in Australia, encompassing primary production and 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 investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

2. Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements 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 may move their products from a domestic or small-scale setting to a commercial context.

Outcomes

On completion of this unit the student should be able to:

1. Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study .

2. Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment for Outcome 1:

- Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment for Outcome 2 is:

- Design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Materials Charges

<p>The cost for Unit 1 and 2 is \$90 each semester. This will cover the cost of the food consumed in the units.</p>

Unit 3: *Food in daily life*

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study

1. The science of food

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. 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

In this area of study student's focus on patterns of eating in Australia and the 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 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. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

Outcomes

On completion of this unit the student should be able to:

1. Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1.

2. Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework.

School-assessed Coursework tasks will be a part of the regular teaching and learning program and will not unduly add to the workload associated with that program. They will be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out as follows:

Assessment for Learning Outcome 1:

A range of practical activities and records[‡] of two practical activities related to the functional properties of components of food

AND any one or a combination of the following:

- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

Marks allocated: 50

Assessment for Learning Outcome 2:

A range of practical activities and records of two practical activities related to healthy meals for children and families

AND any one or a combination of the following:

- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

Marks allocated: 50

Contribution to final assessment

School-assessed Coursework for Unit 3 contributes 30%.

[‡]Records can include production plans and evaluations of products or analysis of dietary intake.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40%.

Unit 4: *Food issues, challenges and futures*

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on 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. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of Study

1. Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

2. Navigating food information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

Outcomes

1. On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1.

2. On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks will be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They will be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score will be based on the teacher's assessment of the performance of each student as follows:

Assessment for Learning Outcome 1:

A range of practical activities and records‡ of two practical activities related to sustainable and/or ethical food choices

AND

a written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.

Marks allocated: 60

Assessment for Learning Outcome 2:

Arange of practical activities and records‡ of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating.

AND

Any one or combination of the following:

- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

Marks allocated :40

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30% to the study score.

‡Records can include production plans and evaluations of products or analysis of dietary intake.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will contribute 40%.

Materials Charges

The cost for Unit 3 and 4 is \$90 each semester.
This will cover the cost of the food consumed in the units.

GEOGRAPHY

Rationale

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

Structure

The study is made up of four units:

Unit 1:	Hazards & Disasters
Unit 2:	Tourism
Unit 3:	Changing the Land
Unit 4:	Human Population – Trends & Issues

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides. The unit will include fieldwork relating to one of the hazards studied. This will contribute to their assessment.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit which will contribute to their assessment

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Fieldwork is an assessable part of this unit.

Unit 4: Global Population – Trends & Issues

In this unit 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.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Geography students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

Other Information

Units 1, 2 and 3 of VCE Geography require fieldwork outside of the immediate school environment. These trips are compulsory and contribute towards the assessment for each unit. These activities will attract a charge to cover staffing, transport and venue entry as necessary.

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HEALTH & HUMAN DEVELOPMENT

Unit 1 - *Understanding Health and wellbeing*

Focus of the Unit

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts.

Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians.

With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Areas of Study

Area of Study 1	Health perspectives and influences
Area of Study 2	Health and Nutrition
Area of Study 3	Youth health and wellbeing

Outcomes

On completion of this unit the student should be able to :

- a. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- b. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- c. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessments

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

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

Unit 2 - *Managing Health and Development*

Focus of the Unit

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.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

Area of Study 1	Developmental transitions
Area of Study 2	Health care in Australia

Outcomes

On completion of this unit the student should be able to –

- a. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- b. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

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

Unit 3 - Australia's Health in a Globalised World

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). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Outcomes

On completion of this unit the student should be able to:

- a. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- b. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment

Assessment will be determined by school assessed coursework and an end of year examination.

School assessed coursework	25%
End of year exam	50%

School assessed coursework will be marked by the teacher in accordance with guidelines set down by the Board of Studies.

School assessed coursework will be a normal part of the teaching program and not an added workload. The student's performance on each outcome is assessed using one or more of the following:

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

Unit 4 - Health and Human Development in a Global Context

Focus of the Unit

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.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). 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.

Areas of Study

Area of Study 1	Health and wellbeing in a global context
Area of Study 2	Health and the Sustainable Development Goals

Outcomes

On completion of this unit the student should be able to :

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

The students level of achievement in Unit 4 will be determined by school assessed coursework and an end of year examination.

School assessed coursework	25%
End of year exam	50%

School assessed coursework will be marked by the teacher in accordance with guidelines set down by the Board of Studies. It will be a normal part of the teaching program and not an added workload.

The student's performance on each outcome is assessed using one or more of the following:

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

HISTORY

Rationale

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material; for example, rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Structure

There are a number of units that can be completed to meet the aims of VCE History. The units offered at Highvale Secondary College are:

Unit 1: Twentieth Century 1900 – 1945

Unit 2: Twentieth Century 1945 – 2000

Units 3 & 4: Australian History **OR** Units 3 & 4: Revolutions (one revolution studied in each semester).

The subject teacher typically chooses the Unit 3 & 4 offering, but students may indicate their preference on their subject selection form to help inform that choice.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Twentieth century history 1900-1945

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts.

Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East.

Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people's lives.

Unit 2: Twentieth century history 1945-2000

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki. The debate over the benefits and dangers of nuclear technology was to re-occur throughout the second half of the twentieth century. In 1945 the international community was loath to experience another devastating world war. This year was to see the first meetings of the newly formed United Nations (UN), which aimed, among other things, to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The member nations of the UN grew as the former colonies in Africa, the Middle East, the Pacific and Asia gained independence through both military and diplomatic means, and new countries such as Israel, Pakistan and Bangladesh were created.

Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The individual voice of dissent could now reach across the globe through advances in communication such as television, satellite, and multimedia technology. Increasingly, art, sport, entertainment and consumerism, as well as social action, have become a global experience.

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Units 3 & 4: Australian History

For the past 200 years of Australia's history, a recurring preoccupation has been the nature of the new world that was developing in this country. From the decision to establish a penal colony on the shores of NSW in 1788, in 'terra nullius' a so-called 'empty land', to present-day dilemmas about national dependence and independence, Australian people and historians have continued to ask 'what sort of society is this?' and 'what sort of society should this become?'

These units examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed?

Four periods of time have been chosen. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Units 3 & 4: *Revolutions*

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defense of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

One revolution, chosen from the American, French, Russian and Chinese is to be studied in each unit.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE History students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

Other Information

There are sometimes excursions for individual History units. Where these occur, they are usually compulsory and will attract a charge to cover staffing, transport and venue entry as necessary.

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LANGUAGES

Two languages are available to students at Highvale; these are French and German. Languages enable students to extend and gain confidence in literacy skills such as reading and writing, as well as the oral and aural skills of speaking and listening. Knowledge of French or German can often be an advantage in the workforce or when completing tertiary studies. Success in language studies is seen as a great predictor of success at tertiary level. Raw scores for languages are significantly scaled up for the ATAR score.

Areas of Study

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

Communicating and understanding languages and cultures

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

Communicating

VCE Languages requires communication in the language in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

Area of Study 1: Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in the language in a range of contexts. Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

Area of Study 2: Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in the language. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Area of Study 3: Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in the language, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with language-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

Understanding languages and cultures

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of language-speaking communities.

Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources. Intercultural awareness requires students to reflect on the ways that culture influences how language is used and received. Students consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

Comparisons

Comparisons are undertaken between the language and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

Communities

Within the themes and topics selected for each unit, students investigate a variety of cultural products and practices and their use or role in language-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students identify aspects of cultural products or practices that originate in or are influenced by the language and cultures of language-speaking communities in their own lives.

Unit 1 - LANGUAGES – French, German

For this unit students are required to demonstrate achievement of **three Areas of Study**. Each Area of Study in the unit must focus on a different subtopic.

On completion of this unit the student should be able to:

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

Assessment (3 tasks)

Suitable tasks for assessment in this unit may be selected from the following:

Area of Study 1: Interpersonal Communication**Outcome 1**

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

Area of Study 2: Interpretive Communication**Outcome 2**

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

Area of Study 3: Presentational Communication**Outcome 3**

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

Unit 2 - LANGUAGES – French, GermanOutcomes

For this unit students are required to demonstrate achievement of **three Areas of Study**. Each Area of Study in the unit must focus on a different subtopic.

On completion of this unit the student should be able to:

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

Assessment (3 tasks)

Suitable tasks for assessment in this unit may be selected from the following:

Area of Study 1: Interpersonal Communication**Outcome 1**

- Write a personal answer to an email or
- Write an informative blog in response to texts or
- Respond in a written letter to a radio announcement or editorial.

Area of Study 2: Interpretive Communication**Outcome 2**

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

Area of Study 3: Presentational Communication**Outcome 3**

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

Unit 3 - LANGUAGES – French, German**Outcomes**

For this unit students are required to demonstrate achievement of **three Areas of Study**, through the study of **three** or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic.

On completion of this unit the student should be able to:

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

Assessment (3 tasks)**Area of Study 1: Interpersonal Communication****Outcome 1**

A three to four-minute role-play, focusing on the resolution of an issue.

20 marks

Area of Study 2: Interpretive Communication**Outcome 2**

A response to specific questions, messages or instructions, extracting or using the information requested.

15marks

Area of Study 3: Presentational Communication**Outcome 3**

A 250-word personal or imaginative written piece.

15 marks

50 marks total

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 3 contributes 25% to the final study score.

Unit 4 - LANGUAGES – French, German**Outcomes**

For this unit students are required to demonstrate achievement of **three Areas of Study**, from **two** or more prescribed subtopics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. However, Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2.

On completion of this unit the student should be able to:

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

Assessment (3 tasks)**Area of Study 1: Interpersonal Communication****Outcome 1**

A three- to four-minute interview providing information and responding to questions about a cultural product or practice.

Area of Study 2: Interpretive Communication**Outcome 2**

An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.

Area of Study 3: Presentational Communication**Outcome 3**

An approximately 300-word evaluative or persuasive piece of writing.

Allocated Marks

Outcome 1 - 20 marks

Outcome 2 - 15 marks

Outcome 3 - 15 marks 50 marks total

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 4 contributes 25% to the final assessment

End of Year Examinations:

1. Oral Examination - approximately 15 minutes
2. Written Examination - 2 hours with 15 minutes reading time

Note:

Students who would like to study a language not offered at the College can study via the Victorian School of Languages (VSL) online or at the Saturday morning school.

A language study via the above means is counted as one of your VCE subjects and, where possible, you may receive some help and support from a teacher at this College. Interested students should see the LANGUAGES coordinator.

LEGAL STUDIES

Rationale

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Structure

The study is made up of four units:

Unit 1: Guilt and Liability

Unit 2: Sanctions, Remedies and Rights

Unit 3: Rights and Justice

Unit 4: The People and the Law

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Content

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

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

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

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

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Assessment of levels of achievement

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Other information

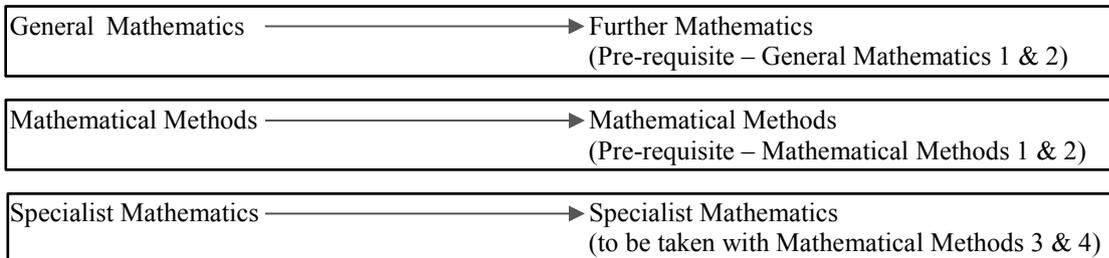
There may be excursions or individual Legal Studies units. Where these occur, they are generally compulsory and are part of an assessment task. These excursions will attract a charge to cover costs such as transport, entry to venues etc.

MATHEMATICS

Flow Chart for Year 11 Students

Units 1 and 2 (Year 11)

Units 3 and 4 (Year 12)



Note:

- All Year 12 mathematics subjects are sequences. You cannot enrol in a single unit i.e. you must do Unit 3 and Unit 4.
- The Year 11 mathematics subjects should also be treated as sequences, although there is some flexibility to change direction after the first semester.
- The maximum number of Year 12 mathematics subjects recommended is two (4 units)
- All three mathematics sequences can be completed at both Year 11 and Year 12 however only two of these sequences will be included in the primary four used to calculate the ATAR

Some Suggested Pathways

Pathway 1

Intended for students who have completed Mathematics in Applications (MA011) in Year 10 or students who have difficulty with Mathematics but may require a Year 11 Mathematics sequence as a pre-requisite for future education.

Foundation Mathematics 1 and 2

Pathway 2

For students intending to undertake tertiary studies for which Year 12 Mathematics is a pre-requisite. Intended for students who have completed MA010, MA017 and/or MA014.

General Mathematics 1 and 2
Further Mathematics 3 and 4

Pathway 3

Intended to provide a strong and broad background in maths for tertiary studies in areas such as commerce, economics, science, etc. Intended for students who have completed MA010, MA014 and MA016.

Mathematical Methods 1 and 2		General Mathematics 1 and 2
Mathematical Methods 3 and 4	or	Mathematical Methods 1 and 2
		Further Mathematics 3 and 4
		Mathematical Methods 3 and 4

Pathway 4

Designed to prepare students for specialist tertiary studies in mathematics or mathematics-related areas such as engineering, physical sciences and computer science. Intended for students who have completed MA010, MA013, MA014 and MA016.

Mathematical Methods 1 and 2
Specialist Mathematics 1 and 2
Mathematical Methods 3 and 4
Specialist Mathematics 3 and 4

MATHEMATICS METHODS

Unit 1 - Mathematical Methods

Focus of the Unit

Mathematical Methods will develop skills appropriate for the subsequent study of mathematics. Students who intend to study Specialist Mathematics 3 and 4 must study Mathematical Methods 1 and 2. To enter Mathematical methods students must have successfully completed Year 9 and 10 Maths units in Algebra MA016 and MA014 to a high standard.

Areas of Study

1. **Function and graphs**
This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three.
2. **Algebra**
This area covers substitution, expansion, factorisation and the solution of linear, quadratic and cubic functions.
3. **Calculus**
The focus of this area includes measurement of constant, average and instantaneous rate of change.
4. **Probability & Statistics**
This area covers introductory probability.

Outcomes

1. Students should be able to define and explain key concepts from the functions and graphs, Algebra, Calculus and Probability areas of study.
2. Students should be able to apply analyse and discuss the mathematical concepts learnt in non-routine contexts.
3. Students should be able to use technology to produce results and carry out analysis involving problem solving and modelling.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- Assignments
- Tests
- Projects
- Problem solving or modelling tasks

Unit 2 - Mathematical Methods

Focus of the Unit

Mathematical Methods 2 is designed so there is a clear progression of skills and knowledge from Unit 1 to Unit 2.

Areas of Study

1. **Functions and graphs**
This area of study covers graphical representations of trigonometric, exponential and log functions.
2. **Algebra**
This area of study provides an opportunity for the revision and further development of content covered in Unit 1.
3. **Calculus**
This area covers the differentiation and anti-differentiation of polynomials of degree no higher than three.
4. **Probability & Statistics**
This area covers introductory counting principles and techniques and their application to probability.

Outcomes

1. Students should be able to define and explain key concepts for Function and Graphs, Algebra, Calculus and Probability.
2. Students should be able to apply, analyse and discuss mathematical concepts learnt in non-routine contexts.
3. Students should be able to use technology to produce results and carry out analysis involving problem solving and modelling.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following –

- Assignments
- Tests
- Summary or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations

MATERIALS CHARGE : \$11 PER YEAR FOR ADDITIONAL ELECTRONIC RESOURCES

Unit 3 - Mathematical Methods

Focus of the Unit

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Mathematical Methods Unit 3 assumes a background in Mathematical Methods Units 1 and 2.

Areas of Study

1. Functions and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

2. Algebra

In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

3. Calculus

This area includes rules for differentiation and applications to curve sketching and stationary points. To be continued in Unit 4.

Outcomes

1. Students should be able to define and explain key concepts from the following areas of study Functions and Graphs, Algebra and Calculus.
2. Students should be able to apply mathematical processes in non-routine contexts and to analyse and discuss these applications.
3. Students should be able to use appropriate technology to develop mathematical ideas, produce results and carry out analysis in problem solving and modelling situations.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement for Unit 3 will be determined by school assessed coursework worth 17% of the final assessment. This will take the form of a function and calculus-based mathematical investigation.

Unit 4 - Mathematical Methods

Focus of the Unit

In Unit 4 Mathematical Methods there is a clear progression of skills and knowledge from Unit 3, which includes Calculus, Algebra, Statistics and Probability.

Areas of Study

1. Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

2. Probability

This area includes discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Outcomes

1. Students should be able to define and explain key concepts from the following areas of study – Calculus, Algebra, Statistics and Probability.
2. Students should be able to apply mathematical processes in non-routine contexts and to analyse and discuss these applications.
3. Students should be able to select the appropriate technology to develop mathematical ideas, produce results and carry out analysis in problem solving and modelling situations.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

The student's level of achievement for Unit 4 will be determined by school assessed coursework worth 17% of the final assessment. This will take the form of two modelling/problem-solving tasks.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations. The examinations will contribute 22 and 44 per cent respectively.

Examination 1 comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.

Examination 2 comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. A single bound reference is permitted for use in this examination.

MATERIALS CHARGE : \$20 FOR PAST EXAMINATION PAPERS AND OTHER ELECTRONIC RESOURCES

SPECIALIST MATHEMATICS

Unit 1 and Unit 2 – *Specialist Mathematics*

Focus of Units

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Students must have successfully completed MA010, MA013, MA014 and MA016 to a high standard to enter this sequence.

Each unit of Specialist Mathematics in year 11 is made up of two areas of study, the four prescribed topics, of which two are done each semester, and the six other topics, of which two must also be completed each semester as a minimum.

Areas of Study

Prescribed Topics

- Arithmetic and number - Number systems and recursion
- Geometry, measurement and trigonometry - Geometry in the plane and proof
- Geometry, measurement and trigonometry – Vectors in the plane
- Graphs of linear and non-linear relations - Graphs of non-linear relations

Other Topics

- Algebra and structure – Logic and algebra
- Algebra and structure - Transformations, trigonometry and matrices
- Arithmetic and number – Principles of counting
- Discrete mathematics - Graph theory
- Graphs of linear and non-linear relations – Kinematics
- Statistics - Simulation, sampling and sampling distributions

Outcomes

1. Students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- Assignments
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations

MATERIALS CHARGE : \$11 PER YEAR FOR ADDITIONAL ELECTRONIC RESOURCES

Unit 3 and Unit 4 – *Specialist Mathematics*

Focus of the Unit

Specialist Mathematics Units 3 and 4 have been designed to be taken in conjunction with Mathematical Methods Units 3 and 4 for those wishing to specialise in Mathematics. It is designed to prepare students for specialist tertiary studies in Mathematics or Mathematics related areas. Specialist Mathematics assumes, but does not require as a pre-requisite, a background in Specialist Mathematics Unit 1 and 2.

Areas of Study

1. **Functions, relations and graphs**

In this area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry.

2. **Algebra**

In this area of study students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.

3. **Calculus**

In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.

4. **Vectors**

In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.

5. **Mechanics**

In this area of study students cover an introduction to Newtonian mechanics, for both constant and variable acceleration.

6. **Probability and statistics**

In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Outcomes

1. On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
3. On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The award of satisfactory completion for the unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

School assessed coursework

SACs in Unit 3 and Unit 4 will each contribute **17%** to the final assessment.

The tasks and allocation of marks are shown below:

Unit 3

- Application Task (50 marks)

Unit 4

- Modelling/Problem solving task (25 marks)
- Modelling/Problem solving task (25 marks)

(Total 100 marks for school assessed coursework)

Examinations

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations. The examinations will contribute 22 and 44 per cent respectively.

Examination 1 comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.

Examination 2 comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

MATERIALS CHARGE : \$20 FOR PAST EXAMINATION PAPERS AND OTHER REVISION RESOURCES

GENERAL MATHEMATICS

Unit 1 and Unit 2 - *General Mathematics*

Focus of Unit

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. These are broken up into fundamental, core and optional modules which are listed below. Students must have successfully completed MA010 and MA017 or MA014 to enter this unit.

Areas of Study/ Modules

1. **Algebra and Structure**

Module: Linear relations and equations

In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

2. **Arithmetic and Number**

Module: Computation and practical arithmetic

In this area of study students cover mental, by-hand and technology assisted computation with rational numbers and practical arithmetic, including estimation, order of magnitude and accuracy.

3. **Discrete Mathematics**

Modules: Matrices, Number patterns and recursion

In this area of study students cover matrices and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

4. **Geometry, Measurement and Trigonometry**

Modules: Shape and measurement, Applications of trigonometry

In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

5. **Graphs of linear and non-linear relations**

Module: Linear graphs and models

This area of study includes use of linear graphing and modelling as well as interpreting of linear graphs.

6. **Statistics**

**Modules: Investigating and comparing data distributions,
Investigating relationships between two numerical variables**

In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Outcomes

1. On completion of each of these units students should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. On completion of each of these units the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- Assignments
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations

MATERIALS CHARGE : \$11 PER YEAR FOR ADDITIONAL ELECTRONIC RESOURCES

FURTHER MATHEMATICS

Unit 3 and Unit 4 – *Further Mathematics*

Focus of unit

Further Mathematics consists of a compulsory Core area of study, to be completed as Unit 3, comprised of ‘Data Analysis’ and ‘Recursion and financial modelling’ and an Applications area of study, to be completed as Unit 4, comprised of ‘Matrices’ and ‘Geometry and measurement’.

Areas of Study/Modules

1. **Core material**
 - a. **Data Analysis**
 - Investigating data distributions
 - Investigating associations between two variables
 - Investigating and modelling linear associations
 - Investigating and modelling time series data
 - b. **Recursion and financial modelling**
 - Depreciation of assets
 - Compound interest investments and loans
 - Reducing balance loans (compound interest loans with periodic repayments)
 - Annuities and perpetuities (compound interest investments with periodic payments)
 - Compound interest investment with periodic and equal additions to the principal (an annuity investment)
2. **Applications (Module material):**
 - Geometry and measurement
 - Matrices

Outcomes

- a. Students should be able to define and explain key concepts from the areas of study and use this knowledge to solve routine application problems.
- b. Students should be able to use mathematical concepts and skills developed in the ‘data analysis’ area of study to analyse a practical and extended situation and interpret the outcomes of this.
- c. Students should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving and modelling in both the ‘data analysis’ and the ‘applications’ area of study.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on the student’s performance on a selection of assessment tasks including the following:

School assessed coursework

- SACs in Unit 3 will contribute **20%** and in Unit 4 will contribute **14%** to the final assessment.

The tasks and allocation of marks are shown below:

Unit 3

- Application Task (40 marks)
- Modelling/Problem solving task (20 marks)

Unit 4

- Modelling/Problem solving task (20 marks)
- Modelling/Problem solving task (20 marks)

(Total 100 marks for school assessed coursework)

Two end of year examinations will each contribute 33% of the total marks. Students are allowed the use of approved technology and a bound reference.

MATERIALS CHARGE : \$20 FOR PAST EXAMINATION PAPERS AND OTHER REVISION RESOURCES

FOUNDATION MATHEMATICS

Unit 1 – Foundation Mathematics

Focus of Unit

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

IMPORTANT: This sequence is Year 11 only

Areas of Study

1. **Space, shape and design**

This area of study includes properties of shapes, angles, symmetry and similarity, 2 dimensional plans and plans of 3 dimensional objects and scale drawings.

2. **Patterns and number**

This area of study includes practical problems involving basic operations, decimals, fractions and percentages and their use in practical contexts.

Outcomes

1. On completion students are required to demonstrate the use of the skills and concepts from Space, shape and design and Patterns and number.
2. On completion students should be able to apply and discuss mathematical procedures in contexts related to familiar situations, personal work and study.
3. On completion students should be able to select and use technology to apply mathematics to a range of practical contexts.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on a student's performance on a selection of assessment tasks including the following

- Assignments
- Tests
- Investigations/Projects

Unit 2 – Foundation Mathematics

Focus of Unit

Foundation Mathematics Unit 2 is intended to complement and extend the concepts developed in Unit 1.

Areas of Study

1. **Data**

This area of study includes displaying and interpreting information involving simple graphs such as bar, line or pie graphs.

2. **Measurement**

This area of study covers metric measurement, plans, maps and estimation and their application.

Outcomes

1. On completion students are required to demonstrate the use of the skills and concepts from Data and Measurement.
2. On completion students should be able to apply and discuss mathematical procedures in contexts related to familiar situations, personal work and study.
3. On completion students should be able to select and use technology to apply mathematics to a range of practical contexts.

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the above outcomes.

Assessment

Assessment will be based on a student's performance on a selection of assessment tasks including the following

- Assignments
- Tests
- Investigations/Projects

MEDIA STUDIES

This subject provides the opportunity for students to investigate and analyse media products as well as to express their own ideas through media forms of their choice.

Unit 1 - Media Forms, Representations and Australian Stories

Focus of Unit

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of Study

Outcome 1: Media Representations

Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

Outcome 2: Media Forms in Production

Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1.

Outcome 3: Australian Stories

Students study a range of Australian narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

Outcomes

Outcome 1: On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2: On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3: On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment

Assessment tasks for this unit are selected from the following:

- Radio or audio sequences
- Audiovisual or video sequences
- Photographs
- Print layouts
- Multimedia sequences or presentations
- Posters
- Tests
- Written responses
- Oral reports

Unit 2 - Narrative Across Media Forms

Focus of Unit

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

Areas of Study

Outcome 1: Narrative, Style and Genre

In this area of study students explore and examine how narratives construct realities and meaning for audiences.

Outcome 2: Narratives in Production

Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

Outcome 3: Media and Change

Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Outcomes

Outcome 1: On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2: On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Outcome 3: On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

Assessment tasks for this unit are selected from the following:

- Radio or audio sequences
- Audiovisual or video sequences
- Photographs
- Print layouts
- Multimedia sequences or presentations
- Posters
- Tests
- Written responses
- Oral reports.

THE COST FOR UNIT 1 AND 2 WILL BE \$20 PER UNIT

Unit 3 - Media narratives and pre-production

Focus of Unit

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Areas of Study

Outcome 1: Narrative and ideology

In this area of study Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. For the purposes of this area of study, the media product selected for study will comprise of one of the following:

- at least two feature length film products of one hour or more in length or the equivalent length in television, streamed, radio or audio products
- two photographic series of at least six images each
- two print productions of at least 15 pages each.

Fictional and/or non-fictional narratives may be studied. At least one media product must have been released in the five years prior to the commencement of the year of study.

Outcome 2: Media production development

In this area of study students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Outcome 3: Media production design

Informed by their learning in Area of Study 2, students in this Area of Study use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/ or non-fictional narrative for a specified audience in a selected media form as outlined below. Students take into account the relevant media codes and conventions of the selected media form. The production design is developed for one of the following media forms:

- A video or film production of 3–10 minutes in length, including title and credit sequences.
- An animated production of no more than 10 minutes in length, including title and credit sequences.
- A radio or an audio production of a minimum of 8 minutes in length, including title and credit sequences.
- A digital or an analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student.
- A digital or traditional print production of a minimum of 8 pages produced and edited by the student.
- A digital and/or an online production that demonstrates comparable complexity consistent with the other media forms.
- A convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

Outcomes

On completion of this unit the student should be able to :

1. analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
2. 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.
3. Develop and document a media production design in a selected media form for a specified audience.

Assessment

Unit 3, Outcome 1 will be assessed through one of the following

- A written report
- An essay
- Short responses
- Structured questions
- An annotated visual report
- An oral report
- A presentation using digital technologies

Unit 4 - Media production and issues in the media

Focus of Unit

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study

Outcome 1: Media production

The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. In this Area of Study students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

Outcome 2: Agency and control in and of the media

In this area of study students focus on how the contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised about the nature of communication. Students will study how the media is considered to have the capacity to influence, and arguments around who influences who. Students come to understand how the media and its audiences are now both thought to exercise agency; the capacity to act and exert power.

Outcomes

Outcome 1: On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Outcome 2: On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

Assessment

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

Unit 4, Outcome 2 will be assessed through one of the following:

- A written report
- An essay
- Short responses structured questions
- An annotated visual report
- An oral report

Assessment for Media includes a School-assessed Task. The student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a School-assessed Task according to published criteria.

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

- Unit 3 School-assessed Coursework: 10%
- Unit 4 School-assessed Coursework: 10%
- School-assessed Task: 40%
- End-of-year examination 40%

THE COST FOR UNIT 3 AND 4 WILL BE \$20 PER UNIT

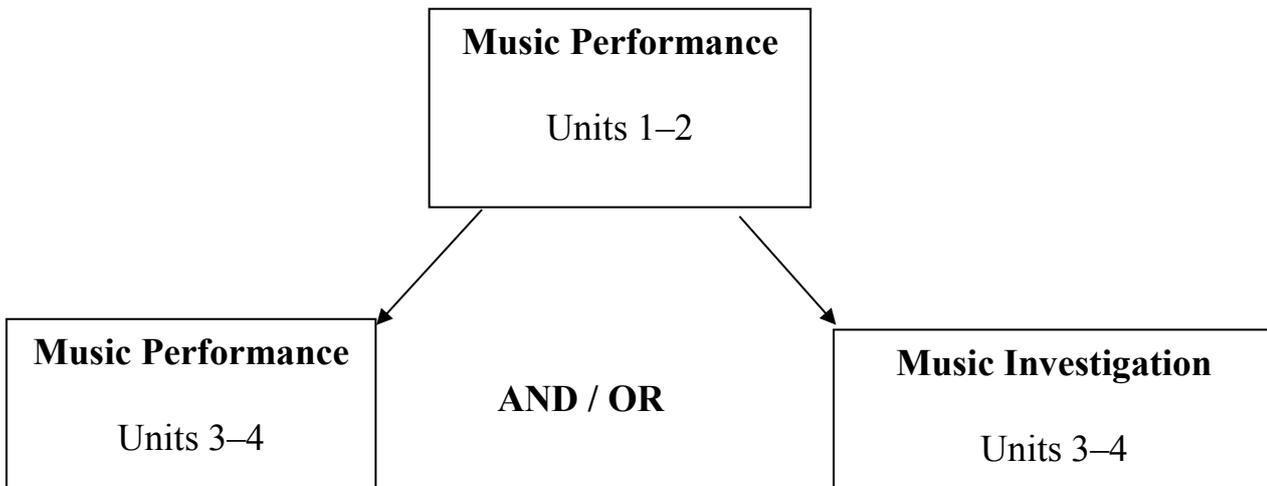
MUSIC PERFORMANCE

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

Students should have at least 4- 5 years of study on a specific instrument in order to attempt either Unit 3 Music Performance or Unit 3 Music Investigation. The term '*instrument*' also includes 'voice' or 'singing'.

Music Subjects offered:



Unit 1 - MUSIC PERFORMANCE

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. Students should have had at least 3- 4 years of study on a given instrument and possess fundamental music notation and theory skills.

Areas of Study

1. **Performance**

In this area of study students prepare performances by selecting, researching and learning solo and group works. They perform regularly in a variety of contexts and use these performances to explore ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

2. **Preparing for Performance**

This area of study focuses on developing students' capabilities to present musically engaging and technically competent group and solo performances. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions, increasing their ability to communicate with an audience.

3. **Music Language** – This area of study focuses on developing understanding of music language used for interpretation and critical listening. Students develop their ability to hear, identify and sing fundamental components of music language including intervals, scales and triads. They also re-create and extend short melodic and rhythmic phrases, sing and play from sight and memory, and practise and refine their ability to notate music by hand. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.

Outcomes

1. On completion of this unit the student should be able to perform, accurately and expressively, a selection of solo/group works in a range of styles.
2. On completion of this unit the student should be able to perform technical work and exercises on their main instrument, which will enhance the performance of the selected solo/group works.
3. On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Assessment

- Outcome 1 **Performances** of three works including at least one group work and one solo work with accompaniment as appropriate (*50% marks for Unit 1*)
- Outcome 2 Performance of **technical work**, exercise and unprepared material on their main instrument and present a related report. (*25% of marks for Unit 1*).
- Outcome 3 **A written exam** that includes written, aural and practical components (*25% of marks for Unit 1*)

Unit 2 - MUSIC PERFORMANCE

This area of study focuses on developing students' capabilities to present musically engaging and technically competent group and solo performances. Students research the selected works to help identify and systematically practise relevant material and processes that will enhance their ability to realise the character and style of the selected group and solo works.

As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions, increasing their ability to communicate with an audience.

Areas of Study

1. Performance

In this area of study students prepare for their performances by selecting, researching, interpreting and learning solo and group works. Works selected for performance in this area of study should be different from those works selected for Unit 1, Outcome 1. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal and performance with other musicians.

2. Preparing for Performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions, increasing their ability to present a musically intelligible performance that engages effectively with an audience.

3. Music Language

In this area of study students continue to build their understanding of music language used for interpretation and critical listening. Students develop their ability to identify, sing, play, and write fundamental components of music language, including intervals, scales and triads. They also re-create and extend short melodic and rhythmic phrases, singing and playing from sight and memory, and practise and refine their ability to notate music by hand.

4. Organisation of Sound

Students will be devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance. Students may use digital instruments, tools and/or equipment, as appropriate, to create, notate, review, refine, present/perform and/or record compositions and improvisations.

Outcomes

On completion of this unit the student should be able to:

1. perform accurately and expressively, selected solo/group works in a range of styles.
2. perform technical work and exercises on their main instrument, which will enhance the performance of the selected solo/group works.
3. Identify, recreate, notate and transcribe short excerpts of music and discuss interpretation of expressive elements of pre-recorded works. This includes a folio of aural & written tasks.
4. Students will create a folio of original compositions or recordings of improvisations.

Assessment

- Outcome 1 **Performances** of a minimum of three works including at least one group work and one solo work with accompaniment as appropriate (*50% marks for Unit 2*)
- Outcome 2 Performance of **technical work**, exercise and unprepared material on their main instrument and present a related report. (*15 % of marks for Unit 2*).
- Outcome 3 **A written exam** that includes written, aural and practical components (*25% of marks for Unit 2*)
- Outcome 4 Presentation of a **folio/recordings** of original compositions or improvisations (*10 % of marks for Unit 2*)

Unit 3 - MUSIC PERFORMANCE

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

They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

1. Performance

In this area of study students prepare performances by selecting, researching, interpreting and learning solo and group works. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. Across Units 3 and 4 students must perform the number of works specified for the selected instrument or group in the performance examination specifications and relevant prescribed list.

2. Preparing for Performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques.

3. Music Language

In this area of study students develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

Outcomes

1. On completion of this unit the student should be able to prepare and perform a program of group and/or solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
2. On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.
3. On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

- Outcome 1 Solo/Group performance of contrasting program.
- Outcome 2 Performance of technical work, exercise and unprepared material on their main instrument and present a related report. *(10% of allocated marks)*
- Outcome 3 A test that includes written, aural and practical components *(10% of allocated marks)*
SAC TOTAL 20% of allocated marks

Unit 4 - MUSIC PERFORMANCE

This unit focuses on the preparation and presentation of a solo OR group program of works demonstrating understanding of the stylistic and expressive elements of each work.

Areas of Study

1. Performance

In this area of study students prepare performances by selecting, researching, interpreting and learning solo and group works. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. Across Units 3 and 4 students must perform the number of works specified for the selected instrument or group in the performance examination specifications and relevant prescribed list.

2. Preparing for Performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques.

3. Music Language

In this area of study students develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

Outcomes

On completion of this unit the student should be able to:

1. prepare and perform a program of group and/or solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
2. demonstrate and discuss techniques relevant to performance of selected works.
3. identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

- Outcome 1 Solo **OR** Group performance of contrasting program.
- Outcome 2 Performance of technical work, exercise and unprepared material on their main instrument and presentation of a related report.
- Outcome 3 Tests and exercises that include written, aural and practical components

SAC 10% of allocated marks

MUSIC PERFORMANCE

END OF YEAR EXAMINATIONS

1. Solo Or Group Performance Recital Examination -

Students will present a program of *approved* SOLO **OR** selected GROUP works on an approved instrument in a live performance.

50% of allocated marks

2. Aural Examination -

Students will respond to aural and written stimulus material in a written examination

20% of allocated marks

Units 3 AND 4 - MUSIC INVESTIGATION

Unit 3 – MUSIC INVESTIGATION

Students select, rehearse and prepare to perform a program of works that are representative and characteristic of an Investigation Topic. Through performance, students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice.

As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

Areas of Study

1. Investigation

Students identify and describe an Investigation Topic and conduct research to develop their understanding of relevant performance practices. They explore performances by leading practitioners and stylistic and structural characteristics of the music.

2. Composition/arrangement/improvisation

Students complete composition, arrangement or improvisation exercises to develop their understanding of the music and performance practices characteristic of the style, tradition or genre investigated in Area of Study 1.

3. Performance

Students plan, rehearse and perform a program of works that are representative and characteristic of the style, tradition or genre they are investigating. The performance program enables students to apply research being undertaken for Area of Study 1 regarding stylistic characteristics, instrumental and expressive techniques, practices and conventions and approaches to interpretation.

Outcomes

On completion of this unit the student should be able to:

1. demonstrate understanding of practices and issues that inform performance of works that are representative of a selected music style, tradition and/or genre relevant to the Investigation Topic.
2. compose, improvise and/or arrange and discuss music characteristics and performance practices.
3. present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic.

Unit 4 – MUSIC INVESTIGATION

In this unit students compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demand and apply performance conventions to realise their intended interpretations of each work.

Areas of Study

1. Preparing a Performer’s Statement

Students prepare a Performer’s Statement that explains their interpretative approach to the works and demonstrates their understanding of performance practices relevant to the music style, tradition and/ or genre of works in the performance program they are preparing. This statement will be provided to assessors at the end-of-year performance examination.

2. Composition/arrangement/improvisation

Students complete an original composition, improvisation and/or arrangement to demonstrate their understanding of an Investigation Topic. Students prepare a score, chart or other digital form that can be used by performers to learn, rehearse and prepare the work for performance. They perform the work and explain how it is characteristic of the music style, tradition or genre they are investigating.

3. Performance

Students refine their interpretation of works that are representative and characteristic of the style, tradition or genre they are investigating. They explore ways to present the program, considering use of performance conventions, the order in which they will perform the works and, as appropriate, use of accompaniment, equipment and digital technologies. They continue to practise exercises and other materials to develop relevant instrumental and performance techniques.

Outcomes

On completion of this unit the student should be able to:

1. explain and justify their interpretative approach to performance of a program of works. They will need to prepare a Performer’s Statement.
2. compose/improvise/arrange an original music work and perform a music work and explain how it is characteristic of a music style, tradition and/or genre relevant to the Investigation Topic.
3. demonstrate artistic intent and understanding in a cohesive and engaging performance of music works.

Assessment

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 20%
- External end-of-year performance examination: 50%

OUTDOOR AND ENVIRONMENTAL STUDIES

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature.

The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/ logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks.

Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Structure

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: *Exploring Outdoor Experiences*

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

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

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

Areas of Study

1. Motivations for Outdoor Experiences

In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

2. Influences on Outdoor Experiences

This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Outcomes

On completion of this unit the student should be able to:

1. Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
2. Explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

Unit 2: *Discovering Outdoor Environments*

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Areas of Study

1. Investigating outdoor environments

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments. Students use these experiences as the basis for reflection and analysis of theoretical knowledge of natural environments.

2. Impacts on outdoor environments

This area of study focuses on the human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus here is on the impacts of humans – both positive and negative. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments. Students use these experiences as the basis for reflection and for analysis of theoretical knowledge about the effects of natural and human-induced impacts on outdoor environments.

Outcomes

On completion of this unit the student should be able to:

1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Areas of Study

1. Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students study the foundation and role of environmental and political movements in changing relationships with outdoor environments and the subsequent effects of these on environmental politics. Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

2. Relationships with Australian environments

Since 1990 In this area of study students examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships. Students engage in practical outdoor experiences that enable them to collect information about, reflect on and analyse relationships with outdoor environments since 1990.

Outcomes

On completion of this unit the student should be able to:

1. explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Areas of Study

1. Healthy Outdoor Environments

This area of study explores the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts. Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments.

2. Sustainable Outdoor Environments

In this area of study students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Students develop an understanding that management strategies, together with acts and conventions, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society. Students use their outdoor experiences to reflect on the actions taken by individuals and groups in contemporary Australia to maintain the health of outdoor environments.

Outcomes

On completion of this unit the student should be able to:

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

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following;

- Oral presentations
- Practical reports
- Short reports of outdoor experiences
- Tests
- An analysis of data
- Essay
- Examinations

Practical Experiences

In order to satisfactorily meet the requirements of the Outdoor and Environmental Studies curriculum students must complete the practical trips offered by the College.

The cost of these excursions will be invoiced to students before each camp.

Practical experiences for this subject may include the following:

- Bushwalking
- Rock Climbing
- Cross Country Skiing
- Flat Water Canoeing
- Downhill Skiing & Snowboarding
- Surfing
- Snorkelling
- Sea Kayaking

PHYSICAL EDUCATION

Unit 1 - *The human body in motion*

Focus of Unit

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

Areas of Study

1. How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

2. How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.

Outcomes:

On completion of this unit the student should be able to:

1. Collect and analyse information to explain how the musculoskeletal, cardiovascular and respiratory systems function
2. Evaluate the ethical and performance implications of practices and substances that enhance human movement

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- written reports
- tests
- structured questions
- oral reports
- laboratory reports
- case study analysis'
- video analysis
- media analysis

Unit 2 - *Physical activity, sport and society*

Focus of Unit

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Areas of Study

1. What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.

2. What are the contemporary issues associated with physical activity and sport?

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.

Outcomes

On completion of this unit the student should be able to:

1. Students will be able to create, undertake and evaluate an activity plan that meets the physical activity and sedentary guidelines.
2. Students will be able to apply social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- Physical activity action plan
- written reports
- tests
- structured questions
- oral reports
- laboratory reports
- case study analysis
- media analysis

Unit 3 - Physical activity participation and physiological performance

Focus of Unit

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

Outcome 1

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

Outcome 2

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment

For Unit 3 Physical Education, students are required to undertake 3 assessment tasks to demonstrate their understanding. Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. School assessed coursework for Unit 3 contributes 25 per cent to the overall assessment.

Outcome 1: Structured Questions

Outcome 2: Laboratory Report and second task consisting of one of the following:

- A practical laboratory report
- Data analysis
- Case study analysis
- Structured Questions
- A critically reflective folio/diary of participation in practical activities

Unit 4 - Training to improve Performance

Focus of the Unit

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 consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Outcome 1

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment

For Unit 4 Physical Education, students are required to undertake 4 assessment tasks to demonstrate their understanding. School assessed coursework for unit 4 contributes 25%. The end of year examination will contribute 50%

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

- Task 1: A written report analysing data from an activity analysis
- Task 2: A reflective folio of participation in 5 different training sessions
- Task 3: A written report designing a 6 week training program
- Task 4: Structured questions/case study/data analysis on chronic adaptations

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PRODUCT DESIGN & TECHNOLOGY

MULTI MATERIALS

Unit 1 - *Product re-design and sustainability*

Focus of Unit

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Areas of Study

1. Product re-design for improvement
2. Producing and evaluating a re-designed product

Outcomes

On completion of this unit the student should be able to :-

1. Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.
2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- design brief
- production tasks
- Material tests
- short written reports (industry visits, product evaluation report)

Unit 2 - *Collaborative Design*

Focus of unit

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study

1. Product re-design for improvement.
2. Producing and evaluating a re-designed product.

Outcomes

On completion of this unit the student should be able to :-

1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- design folio
- production tasks
- Material tests
- short written reports (material testing activities, industry visits, product evaluation report)

There is a Materials Charge of \$60 per semester for each of Units 1 and 2

Unit 3 - Applying the Product design process

Focus of unit

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings

Areas of Study

1. The designer, client and end-user in product development
2. Product development in industry
3. Designing for others

Outcomes

On completion of this unit the student should be able to :-

1. Explain the roles of the designer, client and/ or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- short written reports (material testing activities, industry visits, product evaluation report)
- production plan
- design folio (continues into Unit 4 and is assessed as part the School assessed task)

Unit 4 - Product development and evaluation

Focus of unit

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors. Students continue to develop and manufacture the product designed in Unit 3, Outcome 3.

Areas of Study

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation and promotion

Outcomes

On completion of this unit the student should be able to :-

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- design folios
- production tasks
- short written report (ICT report)
- exam

There is a Materials Charge of \$60 per semester for each of Units 3 and 4
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PRODUCT DESIGN & TECHNOLOGY

TEXTILES

Unit 1 - Product re-design and sustainability

Focus of Unit

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Areas of Study

1. Product re-design for improvement
2. Producing and evaluating a re-designed product

Outcomes

On completion of this unit the student should be able to :-

1. Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.
2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- design brief
- production tasks
- Material tests
- short written reports (industry visits, product evaluation report)

There is a Materials Charge of \$15 for each semester to cover the cost of materials used by the student.

Unit 2 - Collaborative Design

Focus of unit

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study

1. Product re-design for improvement.
2. Producing and evaluating a re-designed product.

Outcomes

On completion of this unit the student should be able to :-

1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- design folio
- production tasks
- Material tests
- short written reports (material testing activities, industry visits, product evaluation report)

There is a Materials Charge of \$15 for each semester to cover the cost of materials used by the student.

Unit 3 - Applying the Product design process

Focus of unit

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings

Areas of Study

1. The designer, client and end-user in product development
2. Product development in industry
3. Designing for others

Outcomes

On completion of this unit the student should be able to :-

1. Explain the roles of the designer, client and/ or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including the following:

- short written reports (material testing activities, industry visits, product evaluation report)
- production plan
- design folio (continues into Unit 4 and is assessed as part the School assessed task)

There is a Materials Charge of \$15 for each semester to cover the cost of materials used by the student.

Unit 4 - Product development and evaluation

Focus of unit

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors. Students continue to develop and manufacture the product designed in Unit 3, Outcome 3.

Areas of Study

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation and promotion

Outcomes

On completion of this unit the student should be able to :-

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Assessment

Assessment will be based on the student's performance on a selection of assessment tasks including:

- design folios
- production tasks
- short written report (ICT report)
- exam

There is a Materials Charge of \$15 for each semester to cover the cost of materials used by the student.

STUDIO ARTS

Unit 1 - *Studio inspiration and techniques*

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

Areas of Study

1. **Researching and recording ideas**

In this area of study students focus on researching and recording art ideas that are documented in a selected form. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

2. **Studio practice**

In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Outcomes

On completion of this unit the student should be able to –

- a. use sources inspiration and artistic influences to generate ideas
- b. explore the nature of art forms, materials and techniques
- c. explore a range of methods for using art elements and art principles to create aesthetic qualities
- d. discuss the artistic practice of artists from different times and cultures

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

The assessment tasks for this unit will include –

- A selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques and a presentation of at least one finished artwork.
- Written presentations discussing artists and the way they use the elements and principles of art and the aesthetic qualities to communicate ideas, and the different ways artists work in a cultural and historical context.

Unit 2 - *Studio exploration and concepts*

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms.

Areas of Study

1. Exploration of studio practice and development of artworks

In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

2. Ideas and styles in artworks

In this area of study students focus on the analysis of historical and contemporary artworks.

Outcomes

On completion of this unit the student should be able to –

- a. understand the nature and structure of an individual studio process
- b. source a variety of inspirations to support ideas for art making
- c. understand the characteristics and nature of various materials and techniques
- d. understand how art elements and principles are used in artworks to create aesthetic qualities
- e. use appropriate art terminology

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

The assessment tasks for this unit will include –

- Studio explorations and production of artworks
- Written presentations discussing artworks.
- Exam

The cost for both Unit 1 and 2 will be \$55 per semester

Unit 3 - *Studio practices and processes*

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions.

Areas of Study

1. Exploration Proposal

This area of study focuses on an exploration proposal that creates a frame work for the individual studio process.

2. Studio process

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal.

3. **Artists and studio practices**

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal.

Outcomes

On completion of this unit the student should be able to

- a. prepare an exploration proposal that formulates the content and parameters of an individual studio process.
- b. present a studio process that produces a range of potential directions.
- c. examine and discuss traditional and contemporary working practices in relation to a particular art form(s) and the ways in which artists interpret artistic influences, cultural contexts and ideas in developing distinctive styles and approaches to subject matter.
- d. examine the practice of at least two different artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each work.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

The assessment tasks for this unit will include –

- a research task examining the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

This will contribute 5% to the final assessment.

Unit 4 - Studio Practice and Art Industry Contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

Areas of Study

1. **Production and presentation of artworks**

In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3.

2. **Evaluation**

In this area of study students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1.

3. **Art industry contexts**

This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented and the roles of various galleries. As part of this requirement, students visit at least two different art exhibitions in their current year of study.

Outcomes

On completion of this unit the student should be able to –

- a. Produce a cohesive folio of finished art works which has developed from a studio process and which resolves the aims and intentions set out in the 'exploration proposal'.
- b. provide visual and written documentation that identifies the folio focus and evaluates the finished artworks
- c. examine and explain the preparation and presentation of artworks in at least two different exhibition spaces.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Assessment tasks for this unit will include –

- a. a folio of finished art works informed by the exploration proposal in Unit 3.
- b. an individual studio process recorded in written and visual form that produces a range of potential directions. Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.
- c. Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

This will contribute 60% to the final assessment.

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

- this will contribute 30% to the final assessment.

End of year examination - will contribute 30% to the final assessment.

The cost for both Unit 3 and Unit 4 will be \$55 per semester
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SYSTEMS ENGINEERING

Unit 1: Mechanical systems

Focus of unit

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The focus is how systems work to create a working system. The creation process draws on the design and innovation processes. Students create an operational system using the systems engineering process. The system may include some electro-technological components. Students research and quantify how systems use or convert the energy supplied to them. Students design build and test a prototype system and evaluate its performance.

Areas of Study

1. Mechanical system design
2. Producing and evaluating mechanical systems

Outcomes

On completion of this unit the student should be able to:

1. Apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.
2. Produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Assessment

- Design brief
- Production tasks
- Material Tests
- Short written reports

Unit 2: Electro-technological systems

Focus of unit

In this unit students study fundamental electro-technological engineering principles. This includes electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro-technological systems, which may also include mechanical components or electro-mechanical subsystems. The focus is on the creation of electro-technological systems, drawing heavily upon design and innovation processes. In this unit students explore some of these emerging technologies.

Areas of Study

1. Electro-technological systems design
2. Producing and evaluating electro-technological systems

Outcomes

On completion of this unit the student should be able to:

1. Investigate, represent, describe and use basic electro-technological and basic control engineering concepts, principles and components, and design and plan an electro-technological system using the systems engineering process.
2. Produce, test and evaluate an electro-technological system, using the systems engineering process.

Assessment

- Design brief
- Production tasks
- Material Tests
- Short written reports

There is a materials charge of \$60 per semester for each Units 1 and 2

Unit 3: Integrated and controlled systems

Focus of unit

In this unit students study engineering principles used to explain properties of integrated systems and how they work. Students design and plan an operational, mechanical and electro-technological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Areas of Study

1. Integrated and controlled systems design
2. Clean energy technologies

Outcomes

On completion of this unit the student should be able to:

1. Investigate, analyse and apply concepts and use components to design, plan and commence production of an integrated and controlled mechanical and electro-technological system using the systems engineering process.
2. Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment

- Short written reports
- Production plan
- Design Folio (Continues on to unit 4 and is assessed as part of the School assessed task)

Unit 4: Systems control

Focus of unit

In this unit students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue to use the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Areas of Study

1. Producing and evaluating integrated and controlled systems.
2. New and emerging technologies

Outcomes

On completion of this unit the student should be able to:

1. Finalise production, test and diagnose a mechanical and electro-technological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
2. Evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Assessment

- Design folios
- Production tasks
- Short written report (ICT report)
- Exam

There is a materials charge of \$60 per semester for each Units 3 and 4

VISUAL COMMUNICATION DESIGN

Unit 1 – *Introduction to Visual Communication Design*

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. 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 communication. This area of study introduces the knowledge and skills that underpins some of the stages in the design process of generating ideas, developing concepts and refinement of visual communications.
2. Design elements and principles. This area of study focuses on design elements and design principles.
3. Visual communications in context. In this area of study, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.

Outcomes:

On completion of this unit the student should be able to:

- a) Create drawings for different purposes using a range of drawing methods, media and materials.
- b) Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- c) Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks for this unit are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials
- a presentation using digital technologies.

Unit 2 – Applications of Visual Communication within Design Fields

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. 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. This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions.
2. Type and imagery in context. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts.
3. Applying the design process. This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas.

Outcomes:

On completion of this unit the student should be able to:

- a) Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- b) Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- c) Apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks for this unit are selected from the following:

- folio of technical drawings created using manual and digital methods
- folio of typography and image ideas and concepts created using manual and digital methods
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process using manual and digital methods
- final presentations of visual communications.

The cost for both Unit 1 and Unit 2 will be \$60 per semester

Unit 3 – Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Areas of Study:

1. Analysis and practice in context. In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields.
2. Design industry practice. In this area of study students investigate how the design process is applied in industry to create visual communications.
3. Developing a brief and generating ideas. In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Outcomes:

On completion of this unit the student should be able to:

- a) Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- b) Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- c) Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and a School-assessed Task.

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

- (i) In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of:
 - two- or three-dimensional presentation drawing
 - use of manual and digital methods.

AND

- (ii) An analysis of the connections between the three visual communications and the stimulus material using one of the following forms:
 - annotated visual communications
 - written or oral report supported by visual evidence.

School-assessed Task:

Assessment for Visual Communication Design includes a School-assessed Task. The student's level of performance in achieving Outcome 3 in Unit 3 and Outcomes 1 and 2 in Unit 4 will be assessed through a School-assessed Task. This will include development of:

A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief. The development folio for each need will include evidence of:

- use of design process and design thinking strategies
- annotated research for information and inspiration
- observational and visualisation drawings
- generation of a wide range of design ideas.

Unit 4 – Visual Communication Design Development, Evaluation and Presentation

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

Areas of Study:

1. Development, refinement and evaluation. In this area of study students focus on the design process stages of the development of concepts and refinement.
2. Final presentations. This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4.

Outcomes:

On completion of this unit the student should be able to:

- a) Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- b) Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 4 will be determined by the School-assessed Task.

The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

School-assessed Task:

Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief. A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of:

- use of design process and design thinking strategies
- application of manual and digital methods, media, materials, design elements, design principles, presentation formats
- development and refinement of concepts
- construction and presentation of a pitch to an audience
- reasons for selection of preferred concepts for each need.

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief. Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3. Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications.

External Assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The examination will contribute 35 per cent.

The cost for both Unit 3 and Unit 4 will be \$70 per semester

APPENDIX ONE

COLLEGE V.C.E. PROCEDURES

COURSEWORK FOR UNITS 3/4

Leading up to each assessment period there will be a time of some days/weeks for teaching and learning. The work will be done in class and at home. During this period there will be the usual learning processes, including the possibility of students drafting work similar to that they will later be assessed on. Teachers may give advice on such drafts. At the end of the teaching and learning period, teachers may have sufficient evidence to decide that some/all students have achieved an “S” for an outcome. The final decision will be made after the coursework assessment period.

The VCAA has specified the scope, the conditions, the time frame and the criteria for assessment of coursework. In some studies, there is some choice about which activities will be selected to assess the outcomes, and Key Learning Areas will make decisions about these so that students can have this information at the beginning of the year. Students will be given the precise assessment topics and the resources they may use only at the beginning of the actual assessment period. The whole of the assessment task must be done in the specified period(s) in class. The teacher’s role during the assessment period is that of an invigilator. During this time, the teacher would not read or give advice on students’ work in progress.

Sometimes the assessment task will take longer than a single or double period. In this case, the teacher will collect all of the work, including question sheets, which the students have been working on. Students may take from the room only what they brought into it.

In units such as Information Processing & Management and Accounting, students must use computers in their coursework. In other studies, teachers will only allow the use of computers during coursework assessment periods if they are confident they can prevent authentication and security problems from arising.

STUDENTS ABSENT DURING COURSEWORK ASSESSMENT

1. Absence from an assessment outcome on the grounds of illness requires a medical certificate.

If such a certificate is provided the student will be given an opportunity to undertake an alternative assessment outcome at a different time. The process will follow an agreed Senior subschool policy applicable to all students in the study. Such a policy may require the teacher(s) to prepare at least two equivalent assessment tasks.

Where no certificate is provided for illness, the student forfeits the assessment mark for that outcome but will have the opportunity to complete the work to gain an “S” for the study under the existing procedures for breach of deadline - **one redemption per study per semester.**

2. A Panel consisting of the Head of Subschool, Principal Class representative, Student Welfare Coordinator will have the discretion to make a decision when a student has been absent for non-medical reasons and there are genuine reasons for absence which ought to be taken into consideration (Special Consideration). Generally, a note from a parent would not be a sufficient ground. The Head of Senior School will negotiate alternative assessment arrangements with the teacher(s) concerned.

Senior school students involved in co-curricular activities such as participating in sports teams, coaching, musical performances etc. should unless there are exceptional circumstances, give priority to their timetabled studies and are required to attend any assessment of coursework.

In exceptional circumstances, it is the student’s responsibility to give at least **five (5) school days’ notice** to the Head of Senior School seeking Special Provision due to a clash of co-curricular activity and coursework assessment. This decision is at the discretion of the Head of Senior School.

SATISFACTORY COMPLETION

Parents and students need to be aware that the factors such as class discussion, short exercises, classwork, book work, presentations, and teacher observations etc are used to assist in deciding the satisfactory completion of a unit. Satisfactory completion for each learning outcome will should reflect the compilation of these factors.

1. The Learning Area must ensure that each learning outcome assessment task have appropriate criteria and marks attached to them which reflect assessment practice for VCE as guided by VCAA and the school.
2. Assessment tasks should reflect a *range* of assessment approaches. Formal testing is only one approach and will be used where appropriate.
3. In order to ensure fairness and comparability of results across the College, if a student does not score well to achieve a satisfactory grading for a learning outcome:
 - a) the teacher will notify the Head of sub school so that a panel consisting of Head of Sub school, Learning Area Leader, Principal Class representative, subject teacher and any other relevant people can examine all the factors and make a decision.
 - b) The teacher may ask the student to submit further course or book work related to the assessment tasks in order to make a final overall decision. An “S” or “N” will be granted on the basis on how supportive the examination of extra work demonstrates a student’s understanding’.
 - c) If the teacher decides to grant an “S” based on the deliberations in (b), the grading for the assessment tasks attached to the outcome will not change.
4. The student’s work must be satisfactory on each outcome not necessarily on each task. Satisfactory achievement of an outcome might be demonstrated in more than one task. If a student does not demonstrate the outcome on one task, he/she might demonstrate it on another.
5. When the teacher makes a judgement about satisfactory completion of an outcome, it is based on the key knowledge and skills listed in the study design. The judgement will not be based on checking off each item on the list. It will be based on the student’s overall performance.

AUTHENTICATION - INTERRUPTED ASSESSMENT TASKS

Although most tasks are to be completed in class time, this does not preclude some of the work being completed out of class. In allowing students to complete part of their work out of the class, teachers must be able to authenticate that work.

1. Immediately prior to the designated class time, teachers should ensure student are clearly informed about the requirements of the assessment task including information and resources they can bring to the assessment classes.
2. Teachers should collect coursework assessments in progress at the end of each assessment class, notwithstanding the special requirements in some studies.
3. Teachers should return coursework assessment without comment at each subsequent assessment class until the assessment time frame is completed.
4. Where assessment responses are in written form, it is preferable for them to be handwritten during development and at submission. Access for classes to computer facilities during assessment time frames will be available on application. Allowing students to take completed handwritten tasks away to type at the end of or during an assessment period may cause an authentication problem which requires the teacher to read the handwritten copy and the typed copy to ensure they are the same.

RELEASING SCHOOL COURSEWORK ASSESSMENT TASK RESULTS

1. Teachers may release marks for completed outcome coursework tasks by the use of cover sheets indicating criteria and mark weighting.
2. All cover sheets to carry a statement about the provisional nature of the school based results and the fact that they are subject to review and/or statistical moderation by VCAA and may change.

BREACH OF AUTHENTICATION

It is the responsibility of students to establish the authenticity of their work. Teachers cannot authenticate work about which they have doubts until further evidence is supplied. Work that cannot be authenticated cannot be marked.

Students must acknowledge all resources used and any assistance received. Students must not receive undue assistance. Undue assistance is using another's words without acknowledgment. Students who knowingly provide undue assistance to other students will also be penalised.

STEPS IN PROCESS

- (a) On receiving notification of alleged breach, Head of School convenes Panel

Composition of Panel

- Head of School, Chairperson
- Relevant Learning Area Coordinator
- Year 12 Coordinator or Year 11 Coordinator depending on the Year level of the student
- Principal Class representative

If any Panel member is directly involved in the breach, he/she will disqualify him/herself and another relevant person will be asked to serve on the panel.

- (b) Head of School informs the student in writing (proforma letter) that he/she is required at an interview (time/place) to discuss an alleged breach of rules
- (c) Meeting with student
- Teacher presents evidence to Panel
 - Student has the right to ask questions, present evidence
 - Panel members may ask clarifying questions
- (d) Panel makes recommendation in writing to the Principal
- (e) Principal uses proforma letter to advise students and parents of his decision and the avenue of appeal through the VCAA guidelines.
- (f) Teacher is given an instruction by the Principal in relation to the student's work

The Principal may require the teacher to strike part or all of the school-assessed task

Head of School must make sure that the work or part of has been struck, and the Board of Studies is informed in writing of the actions of the College in relation to the task

COURSEWORK MODERATION AND RANKING

In the case of multiple classes in the one study, common tasks will be set and cross marking will take place for assessment of coursework

Teachers have been advised to rank their students' coursework accurately because VCAA will not change this ranking.

Teachers will decide together how they will mark the work. They will adopt a common standard. They will also cross mark samples of each other's students' work. It is too onerous to cross mark all students' work, given that there might now be six tasks rather than the two school assessed CATs that, formerly, they did cross mark comprehensively, Key Learning areas will develop procedures for cross-marking and subsequent ranking.

THE USE OF TECHNOLOGY

Learning Areas will develop their own procedures in relation to the use of technology in undertaking each school assessed outcome. In formulating this procedure consideration will be given to use of computers, laptops, electronic dictionaries, graphic calculators and programmable calculators in line with VCAA policy.

Where the use of graphics calculators is permitted and the clearing of memories is required, it will be the responsibility of that Key Learning Area to make arrangements for this process to take place immediately prior to the commencement of the test.

STORAGE OF WORK IN PROGRESS AND WORK SUBMISSIONS

The storage of work in progress in a secure place between class sessions is the responsibility of the subject teacher. Students will be advised to retain their work not only for audit purposes, but also for their exam revision. Students will be required to make copies of all assessed coursework.

The Learning Area will set up procedures for storage in their VCE studies.

VCE REPORTS

The Year 12 Descriptive Report for each unit of study has the key focus which clearly states the outcomes. For each outcome there is a box to record S or N. There are no details given on grading for school assessed coursework as they are subject to review and/or statistical moderation by VCAA and may change. There is a section to record S or N for the overall grade in the study. Plenty of space has been provided for teachers to make comments on student performance and progress.

The Year 11 Descriptive Report for each unit of study also has the key focus which states the outcomes for the unit. Similarly, an expanded section on work habits has been incorporated. For each outcome there is a box to record S or N. Below each outcome are the assessment tasks associated with the outcome. There is a box to record a school selected grade for each assessment task. There is also a section to record school selected grade for the semester examination in the unit. An important feature of the Year 11 report format is the provision of an overall grade from the individual assessment task grades for the unit. Plenty of space has been set aside for teachers to make comments on student performance and progress.

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