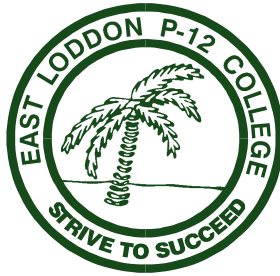
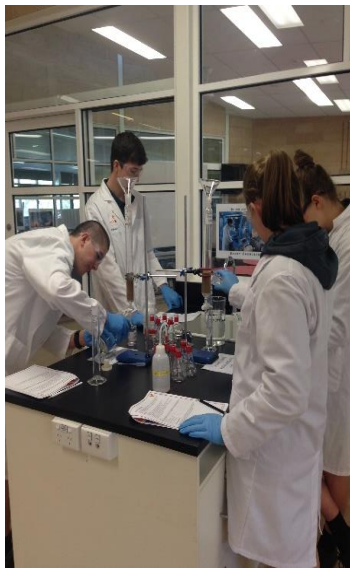
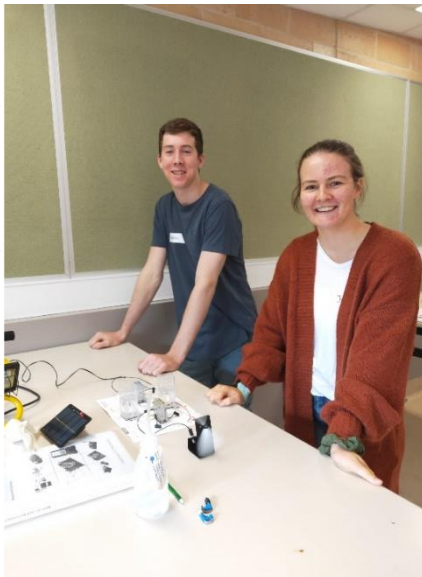


# East Loddon P-12 College



## VCE, VCAL & VET Courses 2020



**NAME:**



## **WELCOME to Year 11 & Year 12**

### **Welcome to Year 11 & 12 at East Loddon P-12 College**

Our aim is to promote personal excellence and engender in our students a desire for continued learning. Year 11 & 12 is concerned not only with academic preparation for the VCE/VCAL/VET but also with maturing attitudes to work, organisation and approaching life in a balanced way.

We expect our senior students to establish challenging personal learning goals, which extend their abilities, to focus clearly on achieving them and to become increasingly independent. We encourage them to set a good example for younger students, to be student leaders, to participate fully in school activities and to understand the associated responsibilities.

We are able to offer a wide range of VCE, VCAL and VET studies, and to provide close, individual attention for our students through our small class sizes and extensive student support network. VCAL has become an integral part of the options that we are able to offer students. We are fortunate in having well qualified staff experienced in providing academic and career guidance.

We would particularly like to encourage parents/guardians to maintain contact with the school throughout the year. We regard the education of our students as not the sole responsibility of the school but rather a partnership between parents, guardians, teachers and students. We wish every student success in their senior years. Do not hesitate to contact us if we can help in any way.

This Course Selection Handbook is produced for the guidance of students and their parents/guardians in selecting VCE, VCAL, VET subjects for Years 11 and 12 at East Loddon P-12 College. Before the final subject selection forms are completed students should consult widely, seeking advice about future courses and careers. Sources of advice include subject teachers, Senior Sub-School Leader and Managed Individual Pathways co-ordinator. Many publications produced by the Victorian Curriculum Assessment Authority (VCAA), Universities, TAFEs, other higher education providers and employment agencies are very useful and are available in the Careers Room.

Selecting the best course for you may not be an easy decision. Many students at this level have not finalised their ideas about what career to pursue. Make sure you spend time finding out what careers you are interested in and suited to by following up with our MIPS co-ordinator.

The choice of course for a particular career depends upon many factors, some of which are:-

- (a) Pre-requisites required by a tertiary institution and/or employing authority.**
- (b) Ability to achieve success in selected subjects.**
- (c) Past performances in the subject, together with personal likes and dislikes of the subject.**
- (d) Interest in and enjoyment of the subject.**

**So, when students are selecting a course of study they should ask themselves the following questions:-**

- 1. Am I choosing units in which I have a good chance of success?**
- 2. Do the studies I have chosen give me as much freedom as possible to change career direction?**
- 3. Will these units assist me in gaining the tertiary study or employment I want?**
- 4. Am I genuinely interested in these units?**
- 5. Am I prepared to commit myself to the necessary work?**

Important Note: For detailed information about tertiary requirements consult the relevant VTAC or VCAA websites. [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) or [www.vtac.edu.au](http://www.vtac.edu.au)

When selecting your subjects, this should be based on your interests, abilities, career, employment or higher education course focus. If you intend to study at a higher education institution (University, TAFE College, private provider etc.) you must investigate the subject prerequisites you will need, to be able to enter the courses offered by these institutions. Please note: It is the responsibility of the student to ensure that chosen programs meet tertiary entrance requirements. Consult the current VTAC information.

Each VCE Unit has a number 1, 2, 3, or 4. Students will normally undertake Units 1 and 2 in the first year of their VCE program (Year 11) and Units 3 and 4 in the second year (Year 12). However, student programs may include a mix of Units 1 and 2 in the second year and/or a Unit 3 and 4 in the first year. For some students it may be appropriate to plan a VCE/VET program over three years. Medical evidence will need to be provided in such cases. Parents/guardians/students will be required to work closely with the Senior Sub-School Leader to seek such approval from VCAA.

Units 1 and 2 can be done separately or as a sequence. It is expected that Unit 1 will usually be offered in the first semester and Unit 2 will be offered in the second semester. Units 3 and 4 of all studies must be done as a sequence. Unit 3 will only be offered in the first semester and Unit 4 will only be offered in the second semester.

Students may enter studies at Units 1, 2 or 3.

Some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This is advice only.

### **GRADUATION AND COURSE SELECTION REQUIREMENTS**

To meet the graduation requirements of the VCE, each continuing student must satisfactorily complete a total of no fewer than sixteen units.

These units must include:-

- Three units of the common study of English, Language or Literature (Units 1, 2, 3 and 4)
- Must include successful completion of Units 3 & 4 an English (new requirement in 2018)
- Four sequences of Units 3 & 4 studies including an English

When selecting the units to be studied for next year, try to keep the two years of your program in mind. There are some units you have to do and others you need to do to satisfy pre-requisites for post school pathways. Some Units 3 and 4 may not specify Units 1 and 2 as a pre-requisite but it may be highly desirable, and ultimately to your advantage, to do them.

All changes of course are subject to the approval of the Senior Sub-School Leader and subject teachers. Changes are to be recorded on the appropriate proforma and given to the Senior Sub-School Leader, who needs this information to change enrolments with VCAA. **Students will need to attend a meeting with the relevant staff. Parents/guardians are also invited to this meeting.**

**NOTE: It is school policy that unless there are exceptional circumstances, as authorised by the Principal, all Year 11 students are expected to undertake six subjects each semester and all Year 12 students are expected to undertake five subjects each semester. These subjects may include VET courses and/or approved structured work placement (SWP).**

**Exceptional circumstances:** may include mental health (including depression and anxiety), wellbeing issues and illness, difficult circumstances or other.

Year 11 students are generally permitted to undertake one subject at the level of Units 3 and 4. Students interested in additional Units 3 & 4 subjects in Year 11 are encouraged to discuss this with the Senior Sub-School Leader.

## INFORMATION CONCERNING YEAR 11 COURSES

### VCE Studies

Each student is required to select **six** units each semester and the selection must include English (1 and 2). Each student will therefore take twelve units for the whole year.

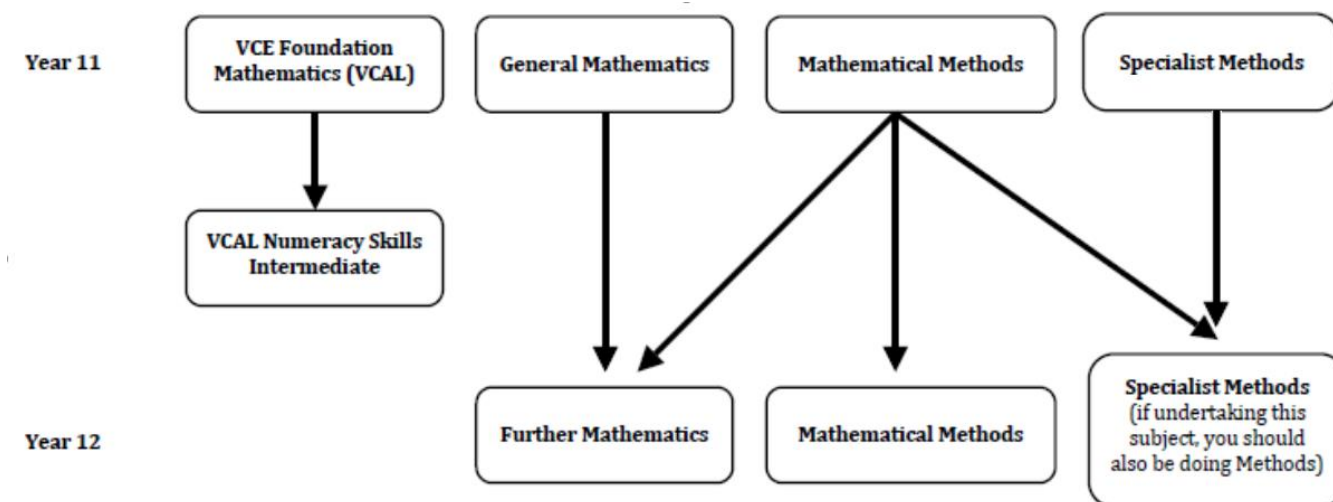
It will also be possible for some students to take a pair of units at levels 3 and 4 rather than 1 and 2. The purposes of this arrangement are to extend students' skills and to allow more students to have six pairs of units at level 3 and 4 from which a tertiary entrance ranking can be calculated. This would allow them to gain an "additional" bonus as part of their Year 12 ATAR. Units 3 and 4 taken at Year 11 cannot be repeated in the following year without incurring a ten per cent penalty. **Approval to take Units 3 and 4 levels the year prior will be given by the Senior Sub School Leader after consultation with subject teachers and the Principal.**

#### 1. English

At Year 11 students will study English Units 1 and 2 and at Year 12 English Units 3 and 4. If a student has a strong interest they could choose VCE Language or VCE Literature as an alternative or in addition to English.

#### 2. Mathematics

Maths is not compulsory but the requirements are complex and require careful study before students make a selection. It is recommended that students select their mathematical subject/s for Year 11 in consultation with mathematics staff and with a clear understanding of the rigors of that particular course. It is also useful for students to consider their Maths Pathway level and subsequent VCE recommendation when analysing the suitability of a particular subject.



### WHAT VCE MATHEMATICS DO I NEED?

**General Mathematics Units 1 and 2** provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

**Mathematical Methods Units 1 and 2** are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

**Specialist Mathematics Units 1 and 2** comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with

Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

**Further Mathematics Units 3 and 4** are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

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

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

## **ASSESSMENT**

For each unit, students will be awarded an 'S' (Satisfactory), if all outcomes have been achieved, and an 'N' (Not Satisfactory) if not. The Victorian Curriculum and Assessment Authority (VCAA) 'Statement of Results' issued on the completion of the VCE will contain this information. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit.

Achievement of an outcome means:

- ↳ The work meets the required standard as described in the outcomes.
- ↳ The work was submitted on time.
- ↳ There has been no substantive breach of rules.

A student may not be granted satisfactory completion if:

- ↳ The student has failed to meet a school deadline for an assessment task, including where an extension of time has been granted.
- ↳ The work cannot be authenticated.
- ↳ There has been a substantive breach of rules including school attendance rules.

Exam periods will be held in June (GAT 3 hours) & Oct / Nov only. Exams will be one and a half hours to two hours in length. They are to be held under formal conditions and are assessment tasks which are recorded on the report. Absence from an exam means that an NA (Not Assessed) is recorded.



## **INFORMATION CONCERNING YEAR 12 COURSES**

In Year 12, a number of Unit 3 and 4 studies will be offered, subject to a sufficient number of students selecting them. Units 3 and 4 of all studies are designed as a sequence and students must take both units of study. Each student is required to select **five** of these two unit sequences. The selection must include English (3 and 4).

Students may be able to take Units 1 and 2 in their Year 12 year where it is necessary to meet the minimum VCAA requirements and where this is possible on the timetable.

**Most Year 12 students will take ten units, including VET courses.**

Where illness and other factors affect performance, students may seek consideration for disadvantage through the appropriate channels.

### **GENERAL ACHIEVEMENT TEST**

In June, all students undertaking Units 3 and 4 studies are required to complete an externally set and marked test of generalised achievements. Schools' assessments will continue to be monitored using the General Achievement Test (GAT). For purposes of statistical moderation the GAT will only be used in studies where it will improve the reliability of the process.

### **TERTIARY AND TAFE SELECTION**

If students are to be offered a tertiary or TAFE placement, they must first have achieved "S" for **THREE** Unit 3 and 4 sequences and **THREE** units of English, regardless of the grades awarded. Students will then be offered entrance to courses based upon their ATAR. When applications have a similar ATAR and there are limited places available, the institution will use student interview or folio or ask for a VTAC supplementary form to be completed.

### **ASSESSMENT**

School Assessed Coursework (SACs)

Each sequence of Units 3 and 4 include a set of school assessed coursework which are used to assess a student's level of performance on key aspects of the units. School assessed coursework is set by the Victorian Curriculum and Assessment Authority. The requirements for school assessed coursework are set out in the VCE study designs published and distributed by VCAA. The study designs set out the details of the tasks to be completed. Assessment of students' levels of achievement on school assessed coursework will be on the basis of teacher ratings. Each study design specifies the marks to be allocated to each piece of coursework. The assessments are recorded as scores corresponding to the outcomes as specified in the study design.

VCAA will combine the marks for school assessed coursework and examination marks to produce a Study Score for each study on a scale of 0-50. In each study, students are ranked according to their scores and then these ranks are converted to a study score from 0-50 with a mean of 30. A study score of 30 is an average performance and 45 and above an exceptional performance. It is the Study Score (Relative Position) which is used by VTAC to calculate a student's ATAR. The ATAR is then used by University and TAFE Colleges to allocate places to applicants for further study. If you lie in the middle band of applicants for a course, other factors are considered for final selection such as the types of subjects undertaken. A separate statement of results will be provided by VCAA for Units 3 and 4 of each VCE study attempted. It will describe the units and give the result ('S' - satisfactory or 'N' - unsatisfactory) for each unit.

## SATISFACTORY COMPLETION OF A UNIT

You will receive 'S' ('Satisfactorily Completed') or 'N' (for 'Not Satisfactorily Completed') for each unit depending on whether or not you achieve each of the outcomes in each study. This applies to Units 1, 2, 3 and 4. When you have satisfactorily completed at least sixteen units, that is, achieved an 'S' for at least sixteen units, including 3 units of English and 3 sequences of Units 3 and 4, as outlined previously, you will be awarded your VCE.

## ATAR

The following is a guide to terms and procedures associated with Tertiary Entrance.

### How is the ATAR developed?

Each student undertaking a VCE study will receive from VCAA a VCE study score (relative position) out of 50 for that study. An applicant's ATAR is the percentile ranking of that applicant. It gives the comparative placement of that applicant in the age group in that year on the basis of their VCE studies (including at least one VCE study taken in that year). Put simply, a rank of 75.00 would mean that an overall result is equal to or better than at least 75.00% of the age group of VCE students for that year.

The ATAR is based on an aggregate obtained by adding:

- The student's scaled study score in English (or ESL),
- The student's best three other scaled study scores,
- 10% of the student's next two best study scores,

Candidates will not be able to calculate the ATAR by simply using their study scores or grades.

Studies used in the creation of the ATAR may be drawn from any number of years without penalty. Time taken to complete VCE studies may be taken into account by institutions in considering applicants in the 'middle band'. There will be a 10% penalty to the score of any repeat attempt of any particular study that is included in the aggregate or 'best six' calculation of the ATAR.

An 'approved' university (enhancement study) can be counted in lieu of a sixth VCE study. A 'VET in Schools' program (VCE/TAFE) can be counted as a fifth and/or sixth study. It is generally required to be a VET scored assessment. In such subjects, students are often required to sit an external exam.



## **VET STUDIES**

VET in the Victorian Certificate of Education, (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their secondary schools certificate. Students undertaking VET receive nationally recognised training from either a national training package or accredited state curriculum which **may** contribute to their VCE or VCAL Certificates.

### **Benefits of VET**

Students may receive an enhanced Australian Tertiary Admission Rank (ATAR) score which can improve access to further education, pathways to employment or further VET education. Workplace experience is enhanced by access to Structured Workplace Learning (SWL) and possible access to School Based Apprenticeships and Traineeships (SBAT's).

### **Students Value VET**

- Provides a practical focus in a wide range of industry areas
- Provides direct experience in industry areas
- Provides an academic advantage in enhancing the ATAR
- Offers employment opportunities for students who may pursue part time work while undertaking further study at university or other providers

### **Employers value VET**

- Builds entry level skills in different industry areas
- Provides a practical introduction into workplace requirements
- Enhances employability skills
- Enables industry to contribute to programs within schools and community networks

### **East Loddon P-12 College VET opportunities**

VET Building & Construction

VET Engineering

Alternatively, students from East Loddon P-12 College also have access to the Trade Training Centre in Charlton where a wide variety of VET subjects are on offer. Students would need to provide their own transport to and from Charlton on a weekly basis. Ask your Sub-School Leader for a handbook.

Subjects offered at Charlton Trade Training Centre include;

VET Hairdressing  
VET Animal Studies  
VET Automotive  
VET Agriculture  
VET Health  
VET Hospitality  
VET Community Services  
VET Sport & Recreation  
VET Beauty (Cosmetics)  
VET Music



For specific information and handouts regarding the VET subjects at the Trade Training Centre in Charlton please speak to the Managed Individual Pathways MIPS co-ordinator or Senior Sub-School Leader.



## **VICTORIAN CERTIFICATE OF APPLIED LEARNING VCAL**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Year 11 and beyond. VCAL has been particularly effective in encouraging students to return to school and offering a range of pathways that are currently not being catered for within VCE.

The VCAL program is aimed not only to provide students with an alternative to VCE studies, but also offers them practical and relevant work and life experiences. East Loddon P-12 College has been running a very successful VCAL program for over 10 years.

The VCAL is an exciting program which helps bridge the gap between the workplace and the school. We have had a great deal of positive feedback from employers about our VCAL students. There are significant skill shortages in Victoria and VCAL is one way of introducing strong industry links which will tailor VCAL Learning Programs to meet both student and employer needs. Students not only gain training in industry specific skills, but also through structured work placement (SWP). This builds in real work exposure and can lead to employment through apprenticeships and traineeships. VCAL is a legitimate pathway to tackling learning and should be seriously considered for students whom a practical pathway is suited.

VCAL has three levels, Foundation, Intermediate and Senior. As part of the VCAL course it is compulsory that either a VET subject or a School Based part-time Apprenticeship or Traineeship is part of the Learning Program. Students need to take responsibility for working with the VCAL teachers and Senior Sub-School Leader in ensuring this requirement is met. Otherwise, students will risk their VCAL certificate.

There are four compulsory strands: literacy and numeracy, work-related skills, industry specific skills and personal development skills. Students also have the option of transferring to the VCE course provided an enrolment eligibility test is completed by the student, Senior Sub-School Leader and the VASS Co-ordinator. In some instances VCE units can count towards any VCAL units completed as part of their VCAL. VCAL students are also encouraged to complete a work placement each week. Students are required to undertake VET subjects as part of their VCAL Learning Program. These can lead to further training at TAFE. VCAL students can also begin a School Based part-time Apprenticeship or Traineeship through negotiation with their work placement employers. Students need to ensure they provide all information of such arrangements to the Senior Sub-School Leader and their specific subject teachers.

If students and parents are considering VCAL as their preferred option, planning can begin with the Senior Sub-School Leader. Possible work placements need to be explored and the Learning Program for each prospective VCAL student carefully designed.

The VCAL Handbook from the Victorian Qualifications Authority is an excellent resource and explains in detail all aspects of this course.

**At East Loddon P-12 College students who wish to complete a VCAL course are required to participate in an interview with the Senior Sub-School Leader, VCAL staff and Managed Individual Pathways co-ordinator once they have submitted their subject selection.**

**It will be at the discretion of the above panel whether the student has demonstrated a strong link to the VCAL pathway. Students will be required to display an interest within this area and a strong desire to complete the VCAL course including the required VET subject and structure work placement (SWP). Parents/guardians will also be invited to attend this interview.**



## **AUSTRALIAN SCHOOL BASED APPRENTICESHIP**

Students at East Loddon can also undertake an Australian School Based Apprenticeship (ASBA's). If a student has an employer who is willing to sign them on as an Australian School Based Apprenticeship then the Senior Sub-School Leader can facilitate the arrangements. In many cases, these ASBA's become full time apprenticeships when the student chooses to leave school.

### **What is an Australian School Based Apprenticeship?**

Australian School Based Apprenticeships provide a nationally recognised qualification, which you can achieve while you are still at school completing your education. School Based Apprenticeships are available in almost every industry imaginable. School Based Apprenticeships are a legitimate part of both the VCE and VCAL. Students undertaking a School Based Apprenticeship gain credit for Year 11 and often Year 12 subjects on their VCE/VCAL statement of attainment.

Australian School Based Apprenticeships can be completed over two years and are made up of 200 days structured training and paid work. Working hours can be undertaken during the week or in some cases after school, at weekends and during holidays. The student will also be required to attend TAFE.

Training for School Based Apprenticeships is provided by a Registered Training Organisation. Every Australian School Based Apprentice completes a recognised training package either in the workplace or at the Registered Training Organisation depending on the industry undertaken. Instead of learning in a classroom situation, apprentices learn in a 'hands on', practical environment 'on the job' and are able to 'earn while they learn', in the workplace.

### **Who benefits?**

Students who have a clear desire to work in a particular industry can gain credit towards their apprenticeships or pre-training for tertiary education whilst remaining at school. By the time the VCE/VCAL is complete, students will also have a qualification, which makes them a prize recruit for employers.

Students who prefer a practical type of education will benefit from the active 'hands on' learning an Australian School Based Apprenticeship provides.

Australian School Based Apprenticeships are an ideal way to get used to the workforce gradually and to 'get a foot through the door' with prospective full time employers.



## **East Loddon P-12 College 'typical' VCE & VET UNIT OFFERINGS**

Please note these are subjects that have typically been selected by students at the College recently. We encourage students to select the VCE subjects they are passionate about and interested in studying. Subject availability is based on student choice (career interest), teacher availability and timetabling logistics. While the school is prepared to offer each of the studies listed above, whether or not they are taught will depend on the demand for them. Every effort will be made to accommodate the particular grouping of studies that a student wants. However, it may be that not all combinations are possible. Decisions in both these areas can only be made once students have made their selections.

### **Subject & Identified subject teacher who may be of assistance**

Accounting (Mrs Clare)  
Agriculture & Horticulture Studies (Miss Pilkington)  
Biology (Miss Pilkington and Mrs Maxted)  
Business Management (Mrs Clare)  
Chemistry (Mrs Johns)  
Economics (Mrs Clare)  
English (Mrs Clare, Mrs Fleming)  
English Language (Mrs Fleming)  
Food Studies (Mrs Tracey)  
Health & Human Development (Miss Byrne)  
History (Mrs Clare)  
German (Ms McNamara)  
Legal Studies (Mrs Clare)  
Maths: General, Further, Methods & Specialist (Mrs Johns, Mr Wilkinson & Mr Cameron)  
Outdoor Education and Environmental Studies (Mr Rippingale, Mr Young & Miss Byrne)  
Physical Education (Mr Rippingale & Mr Young)  
Physics (Mr Cameron & Mr Wilkinson)  
Psychology (Miss Harrington)  
Software Development (Mr Clayton)  
Studio Arts (Mr Aurisch & Mrs Heaslip)  
Visual Communication & Design (Mr Aurisch & Mrs Heaslip)  
VET Building & Construction (Mr Bunton & Mr McKinnon)  
VET Engineering (Mr Bunton & Mr McKinnon)  
VCAL Foundation (Mr Rippingale, Miss Byrne and Mrs Fleming)  
VCAL Intermediate (Mr Rippingale, Miss Byrne and Mrs Fleming)  
VCAL Senior (Mr Rippingale, Miss Byrne and Mrs Fleming)

Available through the Trade Training Centre Charlton

(speak to the Senior Sub-School Leader to receive a handbook regarding the VET studies below).

VET Animal Studies  
VET Automotive  
VET Agriculture  
VET Beauty  
VET Hairdressing  
VET Health  
VET Community Services  
VET Hospitality  
VET Music  
VET Sport & Recreation

If you have a different VCE, VCAL or VET subject to the ones listed above that you are interested in studying please speak to your Senior Sub-School Leader and indicate this on your subject preference sheet. A full list and explanation of all VCE, VCAL and VET subjects is available from

<http://www.vcaa.vic.edu.au/>





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# VCE UNIT DESCRIPTIONS

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## **Accounting**

### **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. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

### **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. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

### **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. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

### **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. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

### **Assessment Units 3 and 4**

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

For further information please see Mrs Clare



## **Agriculture & Horticulture**

Agriculture is a hand-on inquiry based subject across Units 1-4. Student will participate in hands on, practical investigation, listen to guest speakers and participate in excursions to field days and local farms to conduct fieldwork and investigate specific Agricultural and Horticultural businesses.

### **Unit 1 and 2:**

*Students will have the opportunity to design and run their own Agricultural and/or Horticultural business. Students will create a portfolio keeping track of their business inputs and outputs, planning, tasks to be completed, weed and pest management, financial profits and losses, occupational health and safety requirements and regular journal requirements of their businesses progress.*



### **Unit 1: Change and opportunity**

In this unit, students develop their understanding of Australia's agricultural and horticultural industries. Students research opportunities of working in Agriculture and/or Horticulture. Students explore career pathways in Agriculture, with a focus on innovation and creative problem solving in the face of change and challenge. Students will study best practise in agriculture and horticulture in terms of climate, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis and data. Students study Indigenous Agriculture and Horticulture in Victoria prior to European settlement and compare Indigenous and European agriculture in an Australian landscape. Students must undertake practical investigations reflecting these areas of study.

### **Unit 2: Food and fibre production**

In this unit, students will focus on agricultural and horticultural practices, with a focus on soil management and how selection occurs for suitable plant and animal varieties in a local context. Students explore system and production cycles, health and safety and the factors that influence the growth and development of plants and animals. Through a range of practical tasks and excursion, students will make decisions about testing soils and selecting suitable plants and animals for the area. Students also consider tools for and methods of testing and measuring quality and improvement in agricultural and horticultural practices.

### **Unit 3:**

In this unit students will look at the role of research and data, innovation and technology play in Australia's food and fibre industries. Students will visit an Agricultural field days and local farms to investigate new and emerging technology. Students are challenged to apply problem solving skills to find solutions to issues, analysing responses leading to successful outcomes as we as those with unforeseen consequences.

Students investigate the importance of biosecurity to excursions to local businesses such as piggeries where this is an intergral park of successfully managing a business. Students study the protection of agricultural and horticultural industries against pests, diseases and weeds, and measure to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.



#### **Unit 4:**

In this unit students study sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students will research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation through excursions to local areas of interest and create business management plans to suggest areas for improvement. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. Students conduct fieldwork to consider, research and record environmental indicators. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.



For further information, please see Miss Pilkington.

## **Biology**

### **Unit 1: How do living things stay alive?**

In this unit students are introduced to some of the challenges organisms have to sustain life. Students examine the cell as the structural and functional unit of life, from the single to multicellular organism.

#### **Outcome 1:**

- Cell size, structure and function
- Crossing the plasma membrane
- Energy transformations
- Functioning systems

*Students design and conduct their own practical investigation related to a topic of how organisms sustain life.*

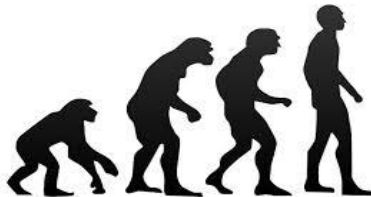
#### **Outcome 2:**

- Survival through adaptations and regulation
- Organising biodiversity
- Relationships between organisms within an ecosystem

*Students undertake an excursion to Melbourne Zoo to investigate population modelling and how Biology is used in maintaining/increase populations of endangered species.*

#### **Outcome 3:**

Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.



### **Unit 2: How is continuity of life maintained?**

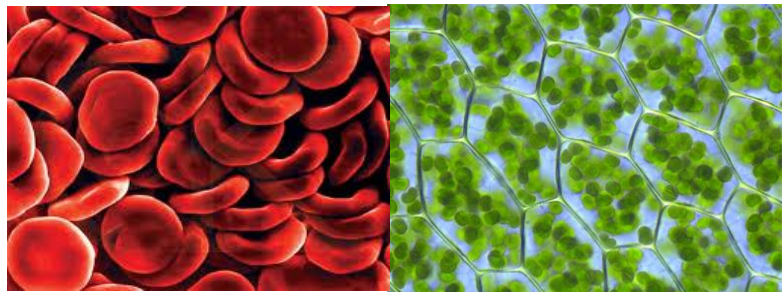
In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that cells are made from other cells through the cell cycle. Students look into genetics and inheritance, and how traits are passed on through generations.

#### **Outcome 1:**

- The cell cycle
- Asexual reproduction
- Sexual reproduction
- Cell growth and cell differentiation

#### **Outcome 2:**

- Genomes, genes and alleles
- Chromosomes
- Genotypes and Phenotypes
- Pedigree charts, genetic cross outcomes and genetic decision-making



*Outcomes one and two involve a large portion of laboratory work, including the use of microscopes to study the topics specific to the outcomes.*



### Outcome 3:

Investigation of an issue.

The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms.

Students design and conduct their own investigation and explain the biological concepts, identify different opinions, outline legal, social and ethical implications for the individual or species and justify their conclusions.

The investigation can occur through the following ways:

- Lab work
- Computer simulations and modelling
- Literature searches
- Interviews with experts.

### **Unit 3: How Do Cells Maintain Life?**

How Do Cellular Processes Work? and How Do Cells Communicate?

### **Unit 4: How Does Life Change and Respond To Challenges Over Time?**

How Are Species Related? and How Do Humans Impact on Biological Processes?

A student practical 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, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

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

See Miss Pilkington & Mrs Maxted for further details.



## **BUSINESS MANAGEMENT**

### **Aims**

This study enables students to:

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



### **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**

#### **Units 3 and 4**

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Percentage contributions to the study score in VCE Business Management are as follows:

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

See Mrs Clare for further information and advice.



## **Chemistry**

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond, and underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Chemistry is applied in many fields including agriculture, dentistry, dietetics, engineering, forensic science, horticulture, pharmacy, sports science, and veterinary science.

In VCE Chemistry, students will apply chemical principles to explain and quantify the behaviour of matter and undertake practical activities that involve the analysis and synthesis of a variety of materials, as well as conduct investigations into selected research topics and communicate their findings.

The study is made up of four units:

**Unit 1** focuses on explaining the diversity of materials, as students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. A research investigation into a selected question related to materials is undertaken in this unit.

**Unit 2** details the unique nature of water, as students explore the physical and chemical properties of water, the reactions that occur in water and various methods of measuring and analysing substances in water. A practical investigation into an aspect of water quality is undertaken in this unit.

**Unit 3** explores the different options for energy production and the factors used to optimise the efficiency of chemical processes. A practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, with the findings presented in a scientific poster format.

**Unit 4** examines how organic compounds are categorised, analysed and used, as students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

All units involve the performance of experiments. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### **Assessment**

#### **Satisfactory Completion**

Demonstrated achievement of the set of outcomes specified for the unit.

#### **Levels of Achievement**

#### **Units 1 and 2**

The school determines levels of achievement.

#### **Units 3 and 4**

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- End-of-year examination: 60 percent

See Mrs Johns for further information.



## **Computing**

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

The study is made up of six units:

Unit 1: Computing

Unit 2: Computing

Units 3 and 4: Informatics

Units 3 and 4: Software development

**Unit 1** focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

**Unit 2** focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

**Unit 3 (Informatics)** focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

**Unit 4 (Informatics)** focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

**Unit 3 (Software development)** focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems.

**Unit 4 (Software development)** focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

No pre-requisites for entry to Units 1 and 2. Due to the increase in the theory components of Units 3 and 4 it is strongly recommended that students do Units 1 and 2 before units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4. Each unit has at least 50% theory component.

## **Assessment**

### Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

### Levels of Achievement

#### **Units 1 and 2**

The individual school will determine the level of achievement.

#### **Units 3 and 4 both IT applications and Software development**

School-assessed work and end-of-year examination

- |                                      |            |
|--------------------------------------|------------|
| • Unit 3 school-assessed coursework: | 10 percent |
| • Unit 4 school-assessed coursework: | 10 percent |
| • Unit 3 school-assessed task        | 15 percent |
| • Unit 4 school-assessed task        | 15 percent |
| • Unit 3 & 4 examinations:           | 50 percent |

See Mr Clayton for further details.



## **Economics**

### **Unit 1: The behaviour of consumers and businesses**

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

### **Unit 2: Contemporary economic issues**

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

### **Unit 3: 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. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They

analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

#### **Unit 4: 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. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

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

- The Unit 3 school assessed coursework will contribute to 25%.
- Unit 4 school assessed coursework will contribute to 25%.
- The examination will contribute 50 per cent.

See Mrs Clare for further details.





## **English**

English is a compulsory subject of any VCE course and a student's score in Units 3 and 4 will be included in their ATAR. The reason English is compulsory is because it is central to the way in which students understand, critique and appreciate their world. It is central to the ways in which they participate socially, economically and culturally in Australian Society.

The VCE English course builds on the key knowledge and skills that students have been developing in English throughout their school years. It encourages the continued development of literate individuals capable of critical and creative thinking. Many of the tasks will be familiar to students with the study of a range of narrative and media texts. The core of VCE English is recognising and describing how author's construct their messages and position their audiences. Students will be expected to respond both analytically and creatively in the written and oral modes. The four VCE English Units scaffold an increasingly analytical set of key knowledge and skills and this supports hard working students to reach their potential.

### **Unit 1**

Students will be expected to study two narrative texts. They will demonstrate their study of Niccolo Ammaniti's novel 'I'm not Scared' by drafting and editing a creative response. Part of this task is to submit a written explanation. This allows the students to explain how their own narrative reflects the themes and language choices of the author. Students will also study the film 'The Dressmaker' directed by Jocelyn Moorhouse and write an analytical text response. Students will also study persuasive media texts and images and analyse how authors use argument and language to persuade their audience. They will also choose a current media issue to study and then develop their own opinion which they will present to the class.

### **Unit 2**

This unit has an emphasis on comparing similarities and differences between texts. Students will study Arthur Miller's play 'The Crucible' and Geraldine Brooks novel 'The Year of Wonders' together. They will write an extended analytical text response that compares and contrasts the context, issues and language of these two texts. Like Unit 1, students will write an analysis of the argument, images and language in a persuasive text but also compare it to persuasive strategies made by a different author about the same issue. Students will write a persuasive text of their own based on a current Australian media issue.

### **Unit 3**

Over the course of this unit, students will read and analyse two major texts. They will write an analytical text response essay in response to Katherine Boo's non-fiction text, 'Behind the Beautiful Forevers'. They will also craft and edit a creative response to the Euripedes play, 'The Women of Troy'. This creative writing task will also involve students explaining their choices as an author and how they have drawn inspiration from the style and language features used by the original author of the class text. Lastly, Unit 3 requires students to analyse how arguments and language are used to persuade audiences. They will read and view both written and visual texts from the media in order to achieve this outcome. A comparative analysis will be the final writing task for the unit.

### **Unit 4**

To continue developing an understanding of persuasive arguments, students will research a current issue in the media and develop a persuasive speech to apply their skills from Unit 3. Students will again write a statement of intention to explain their choices as an author to show a full understanding of how language persuades. The final coursework task for the year will be a comparative analytical text response essay. This will involve students comparing the themes, ideas and issues in Australian author David Malouf's poetic novel 'Ransom' and Stephen Frears' film 'The Queen'.

The end of year exam will require students to write:

- one analytical text response essay
- one comparative analytical text response essay
- one analysis of persuasive argument and language

See Mrs Fleming or Mrs Clare for further details about this subject.

## **English Language**

### **Unit 1: Language and communication**

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. 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 an 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.

### **Unit 2: Language change**

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### **Unit 3: Language variation and social purpose**

In this unit students investigate English language in contemporary Australian social settings, 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. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

### **Unit 4: Language variation and identity**

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups.

For further information see Mrs Fleming

## **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. They 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.

Students also investigate 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.

### **Unit 2: Food Makers**

In this unit students investigate food systems in contemporary Australia, focusing on commercial food production industries, and 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.

### **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 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.

### **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.

## Assessment

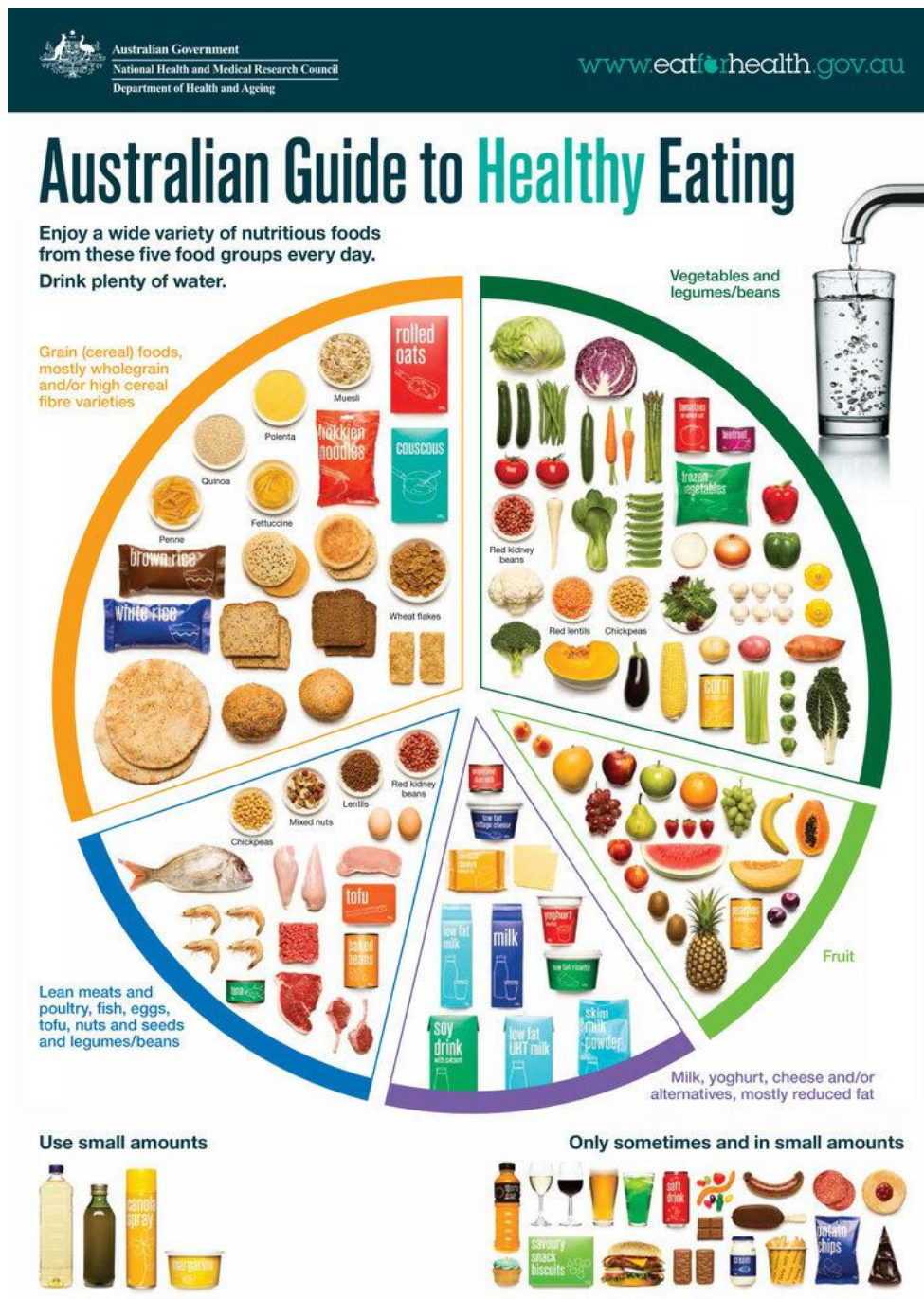
All assessment at Units 1 and 2 are school based. Students are required to demonstrate two outcomes per unit.

Unit 3 School-assessed Coursework contributes to 30% of the study score

Unit 4 School-assessed Coursework contributes to 30% of the study score

End-of-year examination contributes to 40% of the study score

See Mrs Tracey for further details.



## **Health and Human Development**

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

**Health perspectives and influences:** Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions. 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 in health status and health behaviours.

**Health and nutrition:** Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices. Develop strategies for evaluating nutrition info from various sources.

**Youth health and wellbeing:** Students identify major health inequalities among Australia's youth and reflect on the causes. They research what young people are most focused on and concerned about with regard to health and wellbeing. Students explore government and organisations that develop youth health programs.

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

**Developmental transitions:** Focus on expected changes, significant decisions, and protective factors, including behaviours. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as an influence on contributing to development and health.

**Health care in Australia:** They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology and use of stem cells.

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

**Understanding health and wellbeing:** Explores health and wellbeing and illness as complex, dynamic and subjective concepts. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups.

### **Promoting health and wellbeing**

Approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion program & inquire about priorities for improvements.

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

**Health and wellbeing in a global context:** Similarities and differences in major burdens of disease in low-, middle- and high income countries. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and health in a global context. Students consider the global reach of product marketing and inquire into the effects.

**Health and the Sustainable Development Goals** Rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of NGO. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

See Miss Byrne for further information.





## **History**

History in VCE offers a number of units. Ancient History is offered as a sequence from Unit 1-4 while the others are offered only as Unit 1+2 or Unit 3+4.

Below are the units available.

Units 1 and 2	Units 3 and 4
<b>Global Empires</b> Unit 1: The Making of Empires 1400 –1775 Unit 2: Empires at Work 1400 –1775	<b>Revolutions</b> Units 3 and 4 Revolutions
<b>Twentieth Century History</b> Unit 1: Twentieth Century History 1918 – 1939 Unit 2: Twentieth Century History 1945 – 2000	<b>Australian History</b> Unit 3: Transformations: Colonial Society to Nation Unit 4: Transformations: Old Certainties and New Visions
<b>Ancient History</b> Unit 1: Ancient Mesopotamia Unit 2: Ancient Egypt Unit 2: Early China	<b>Ancient History</b> Units 3 and 4 Ancient History

Each unit has two areas of study.

### **Global Empires**

#### **Unit 1: The Making of Empires 1400 –1775**

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to seize the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe. It explores how the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

#### **Unit 2: Empires at Work 1400 –1775**

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

It focuses on how the empires and colonies emerged and began to trade on a global scale. These empires included Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire. The Mughals in India and the Ming and Qing dynasties in China are also a minor focus.

This unit follows the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World and the technologies, plants, animals, culture and diseases which began to travel between continents. The emerging slave trade is explored, along with the long term effects of the practice.

### **Twentieth Century History**

#### **Unit 1: Twentieth Century History 1900-1945**

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia,

Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

## **Unit 2: Twentieth Century History 1945-2000**

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

## **Ancient History**

### **Unit 1: Ancient Mesopotamia**

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history.

### **Unit 2: Ancient Egypt**

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river.

### **Unit 2: Early China**

The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BC) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in AD 220.

### **Unit 3 + 4: Ancient History**

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4.

### **Australian History**

#### **Unit 3: Transformations: Colonial Society to Nation**

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

#### **Unit 4: Transformations: Old Certainties and New Visions**

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929 –1939 or World War Two 1939 –1945.

In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

### **Revolutions**

#### **Unit 3 + 4: Revolutions**

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

Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

### **Assessment**

Assessment tasks over Units 1-2 should include the following:

- an historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

Each of these four assessment tasks must be completed over Units 3 and 4.

### **For Unit 3+4**

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

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

See Mrs Clare for further information





## German

### Unit 1

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.



### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### Units 3 & 4 – involves;

- create a personal or imaginative text focusing on an event or experience in the past, present or future.
- show knowledge of first- and third-person narrative perspectives.
- vary language for audience, context and purpose, and change style and register appropriately.
- organise and sequence ideas & simplify or paraphrase complex expressions.
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone / delivery.
- select and make appropriate use of reference materials, including dictionaries.
- convey gist, identify main points, supporting points and detailed items of specific information.
- infer points of view, attitudes, emotions from context and/or choice of language and intonation.
- accurately convey meaning & establish and confirm meaning through re-listening, using dictionaries.
- show knowledge of registers and stylistic features such as repetition and tone & convey gist, identify main points and extract and use information.
- infer points of view, attitudes, emotions from context and/or choice of language.
- summarise, interpret and evaluate information & compare and contrast aspects of different texts
- accurately convey understanding.
- show knowledge of and use a range of text types & use simple stylistic features such as repetition.
- compare and contrast aspects of life in German-speaking communities with those in Australia.
- identify and comment on culturally specific aspects of language, behaviour or attitude.
- present an opinion on an aspect of the culture associated with the language.
- identify similarities and differences between texts and find evidence to support particular views.
- show an awareness that different social contexts require different types of language.

Contribution towards study score;

- Unit 3 school assessed coursework 25% & Unit 4 school assessed coursework 25%
- Oral examination (Oct) 12.5%
- Written examination (Nov) 37.5%

The course is likely to be studied through the Victorian School of Languages (VSL) via distance education with support provided by our LOTE teachers here at EL. VSL also charge an additional \$80 per semester. For further information please speak to Ms McNamara.

## **Legal Studies**

### **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.

See Mrs Clare for further details.

## **Mathematics**

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, abstracting, proving, applying, investigating, modelling, problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

The study is made up of the following units:

- General Mathematics Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Mathematical Methods (CAS\*) Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods (CAS) Units 3 and 4
- Specialist Mathematics Units 3 and 4

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 the key knowledge and skills students are required to demonstrate.

**General Mathematics Units 1 and 2** provide courses of study for a broad range of students and may be implemented in a number of ways. They usually lead on to Further Maths Units 3&4.

**Specialist Mathematics Units 1 and 2** provides students intending to take Specialist Mathematics Units 3 and 4 with a subject to be taken in conjunction with Mathematical Methods Units 1 and 2 which provides further foundation in some skills used in Specialist Mathematics Units 3 and 4 that are not focused on in other mathematics subjects.

**Mathematical Methods (CAS) Units 1 and 2** are the most difficult units and are a prerequisite for Mathematical Methods (CAS) Units 3 and 4 and Specialist Mathematics at Year 12.

**Mathematical Methods (CAS) Units 3 and 4** may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

**Further Mathematics Units 3 and 4** are intended to be widely accessible. They provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2.

Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

**Specialist Mathematics Units 3 and 4** are normally taken in conjunction with Mathematical Methods (CAS) Units 3 and 4, and the areas of study extend and develop material from Mathematical Methods (CAS) Units 3 and 4. Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines.

\*Computer Algebra System – use of graphics calculator

## Use of Technology across Units 1 to 4

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems both in the learning of new material and the application of this material in a variety of different contexts.

## Entry

There are no prerequisites for entry to VCAL Numeracy Foundation, VCAL Numeracy Intermediate, General Mathematics Units 1 and 2, Mathematical Methods (CAS) Units 1 and 2 or Specialist Mathematics Units 1 and 2.

However, students attempting Mathematical Methods or Specialist Mathematics, in particular, are expected to have a sound background in algebra, function and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 in these subjects without completing Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

## 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.

### Levels of Achievement

#### Units 1 and 2

The assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Satisfactory assessment is based on a range of tasks including tests, assignments, exams and practical activities.

#### Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examination as follows

##### 1. Further Mathematics

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 14 percent
- Unit 3 and 4 end-of-year exam (facts, skills and applications): 33 percent  
**(One bound reference textbook or lecture pad + calculator allowed)**
- Units 3 and 4 end-of-year examination (analysis task): 33 percent  
**(One bound reference textbook or lecture pad + calculator allowed)**

##### 2. Mathematical Methods (CAS)

- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 & 4 end-of-year examination (facts, skills & applications): 22 percent  
**(No calculator or notes allowed in this examination)**
- Unit 3 and 4 end-of-year examination (analysis task): 44 percent  
**(One bound reference textbook or lecture pad allowed)**



### 3. Specialist Mathematics

- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 examination (facts, skills and applications): 22 percent  
**(No calculator or notes allowed in this examination. A sheet of formulae will be provided)**
- Unit 3 and 4 examination (analysis task): 44 percent  
**(One bound reference textbook or lecture pad allowed)**

### Calculators

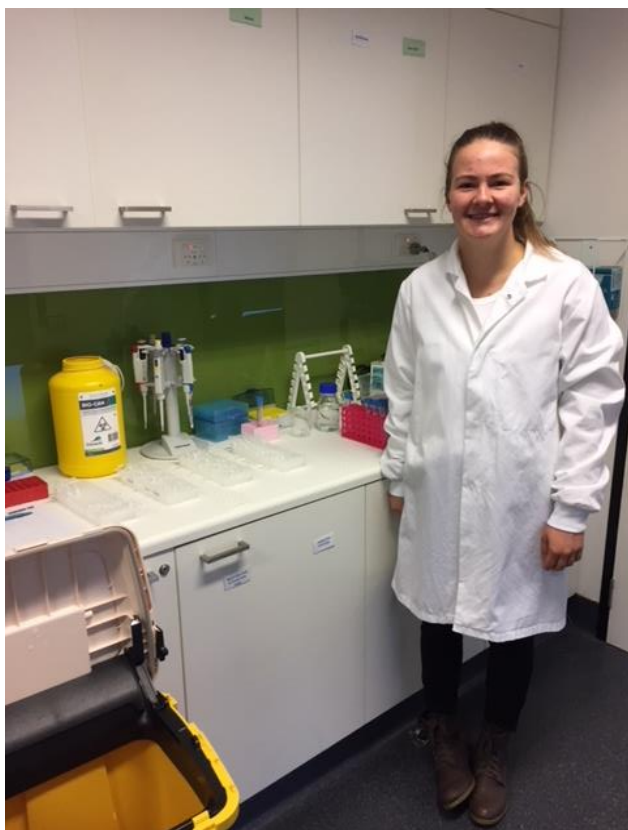
#### Mathematical Methods (CAS)

It will be assumed that you have access to a **CAS calculator**. Any VCAA approved CAS calculator can be used but the textbook we use is written primarily for a **TI-Inspire CX CAS calculator**. A range of discontinued TI CAS calculators such as the **TI-89**, **TI-92** and **TI-92+** could also be used.

If you need further information on VCAA approved calculators, visit the VCAA website at:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/approvedcalculators.html#H2N1006A>.

For further information please speak to Mrs Johns, Mr Cameron or Mr Wilkinson.



## **Outdoor and Environmental Studies**

### **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.

### **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.

### **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.



### **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.

Each unit involves at least 50 hours of scheduled classroom instruction, including outdoor experiences.

See Mr Ripplingale, Mr Young and Miss Byrne for further details.

## **Physical Education**

### **Unit 1: The Human Body in Motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities 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. 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.

### **Unit 2: Physical Activity, Sport and Society.**

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.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular physical activity.

### **Unit 3: Movement skills and energy for physical activity**

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.

#### **Area of Study 1**

How are movement skills improved?



In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills

#### **Area of Study 2**

How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many

factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

## **Unit 4: Training to improve performance**

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.

### **Area of Study 1**

What are the foundations of an effective training program?

In this area of study student's focus on the information required to form the foundation of an effective training program.

They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

### **Area of Study 2**

How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Physical Education examines the anatomical, physiological, biomechanical, social and cultural influences on performance and participation in physical activities. Theory and practice are integrated in this study area.

### **Assessment**

#### Satisfactory Completion

The student must demonstrate achievement of the set outcomes specified for each unit.

#### Levels of Achievement

### **Units 1 and 2**

Individual school decision on levels of achievement.

### **Units 3 and 4**

School-assessed coursework and an end-of-year examination

- Unit 3 school assessed coursework: 25 Percent
- Unit 4 school assessed coursework: 25 Percent
- Unit 3 and 4 examination: 50 Percent

For further information speak to Mr Rippingale or Mr Young



## **Physics**

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe.

The knowledge gained through physics will enhance students' ability to innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

The study is made up of four units, with each unit covering three topics. 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. Throughout Units 1-4 students build on their experimentation and reporting skills to be able to conduct an in-depth practical investigation at the end of Unit 4.

**Unit 1** covers heat and thermodynamics, electric circuits, particles and matter.

**Unit 2** covers motion, one detailed study of choice (eg. Astronomy) and a practical investigation.

**Unit 3** covers motion in two dimensions, electrical power and non-contact forces.

**Unit 4** covers light, the interaction of light and matter and a practical investigation.

There are no prerequisites for entry to Units 1, 2 and 3, although students are advised that Unit 3 is designed on the basis that students understand the key knowledge and skills within Unit 2. Students who enter at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

## **Assessment**

### **Satisfactory Completion**

Demonstrated achievement of the set of outcomes as specified for the unit.

### **Level of Achievement**

#### **Units 1 and 2**

Individual school assessment on levels of achievement

#### **Units 3 and 4**

Unit 3 School Based Assessment – 21%

Unit 4 School Based Assessment – 19%

End of year examination on Unit 3 and 4 – 60%

See Mr Cameron for further details.

## **Psychology**

Psychology incorporates the scientific study of human behaviour through biological, psychological and social perspectives. It applies personal and social circumstances in everyday life. VCE Psychology provides students with a framework for exploring the factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Students explore the connections between the brain and behaviour, focussing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

VCE Psychology includes inquiry research including observational studies, self-reports, questionnaires, interviews, and examination of case studies. Students work collaboratively as well as independently on a range of tasks. They pose questions, collect, analyse and critically interpret data, investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer-term consequences for the individual, environment and society.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as nursing and allied health, early childhood education, teaching, sports psychology, environmental studies, academic and research institutions, human resources, government, and corporate and private enterprises. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

### **Unit 1 - How are behaviour 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 studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

### **Unit 2 – How do 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 enables a person to interact with the world around them and how their perception 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 research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

The nervous system influences behaviour and the way people experience the world. In this unit, students examine the functioning of the human nervous system to explain how it 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.

### **Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. 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 to analyse mental health and disorders. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

### **Assessment**

#### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified in the unit.

#### Levels of Achievement

#### **Units 1 and 2**

School-assessed coursework

#### **Units 3 and 4**

School-assessed coursework and examination

For further information please see Ms Harrington.

## **Studio Arts**

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork.

### **Students use this knowledge to inform their own studio practice and to support art making.**

Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

**Unit 1: Studio Inspiration and Techniques-** Researching and recording ideas, Studio practice, Interpreting Art ideas and use of materials and techniques.

**Unit 2: Studio Exploration and Concepts-** Exploration of studio practices and development of artworks, Ideas and styles in artworks.

**Unit 3: Studio practises and processes.** Exploration proposal, Studio process, Artists and studio practices.

**Unit 4: Studio practice and art industry context.** Develop, refine and present artworks and investigation of art industry.

**Unit 1:** 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. **Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.** Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Unit 2:** 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. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Unit 3:** In this unit students focus on the **implementation of an individual studio process leading to the production of a range of potential directions**. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the



exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

**Unit 4:** 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**. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. **Once the artworks have been made**, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

## Assessment

The percentage contributions to the study score in Unit 3 & 4 VCE Studio Arts are as follows:

### Unit 3 School-assessed Coursework:

'Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.'

**:5 per cent**

### Unit 4 School-assessed Coursework:

'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.'

**:5 per cent**

### Units 3 and 4 School-assessed Task:

'An **exploration proposal** and a **visual diary** that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4.'

'The presentation of at least two finished artworks with an evaluation of studio processes : **60 per cent**

End-of-year **examination:**

**: 30 per cent.**

For further information, please see Mr Aurisch & Mrs Heaslip

## **Visual Communication and Design**

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

*Outcomes / Areas of Study:*

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

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.



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

*Outcomes / Areas of Study:*

1. *Technical drawing in context*
2. *Type and imagery in context*
3. *Applying the design process*

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 investigate typography and imagery and manipulate them to communicate ideas and concepts in different ways in the communication design field.

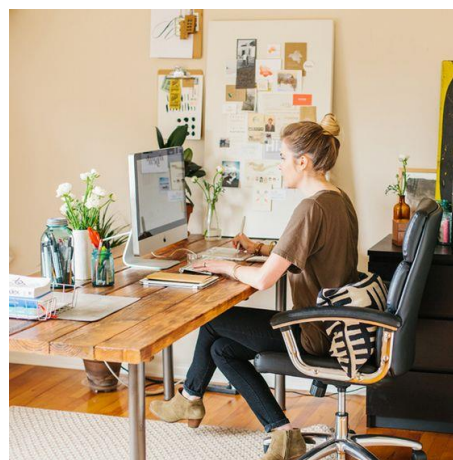


### **Unit 3: Visual communication design practices**

*Outcomes / Areas of Study:*

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

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. They establish a brief, identifying a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Students use observational and visualisation drawings to generate a wide range of design ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.



## Unit 4: Visual communication design development, evaluation and presentation

### Outcomes / Areas of Study:

1. Development, refinement and evaluation
2. Final presentations
3. Developing a brief and generating ideas

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. They utilise a range of digital and manual two- and three-dimensional methods, media and materials.

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



## Assessment and reporting

### 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. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 Visual Communication Design will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Visual Communication Design are as follows:

Unit	Area	Percentage
3	School-assessed coursework	25%
3 OUTCOME 3 & 4 OUTCOMES 1 AND 2	School-assessed task (SAT folio)	40%
3 AND 4	End-of-year examination	35%

See Mr Aurisch & Mrs Heaslip for further details.



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## VET UNIT DESCRIPTIONS

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## **VET Building & Construction**

### **Pathways for Building and Construction**

Students who successfully complete this program will gain:

- Basic entry level skills in the building and construction industry
- Certificate II in Building & Construction (partial completion)
- Four Units towards their VCE or industry specific skills strand of their VCAL
- Contribution towards their ATAR (if study score and sit exam)

**Where Next:** On completion students may receive approximately two thirds credit towards the Certificate III in Building & Construction.

Further training and assessment pathways include:

- Enhanced entry into a Building & Construction apprenticeship
- Certificate II in Carpentry

### **Possible Future Career Paths**

- Building Site Administration
- Building Services
- Foremanship
- Building Inspection
- Contract Administration
- Program Management (Building)
- Building Surveyor
- Registered Builder

Booklist requirement – X 3 red carpenter pencils & X 1 PR Leather Work boots (must have). The cost is anticipated at \$145 per student plus an additional cost for the White Card / CIC and First Aid certificates

## **VET Engineering**

### **Pathways in Engineering**

Students who successfully complete this program will gain:

- The necessary skills and knowledge associated with a broad range of careers related to engineering
- A Certificate II in Engineering
- Four Units towards their VCE or industry specific skills strand of their VCAL
- Contribution towards their ATAR (if sit exam)

**Where Next:** This industrial pathway will allow students to work and study at the same time to achieve an engineering qualification to a Degree level.

- A Certificate II in Engineering leads to:
- Certificate III in Engineering (Trade Level)
- Certificate IV in Engineering
- Diploma in Engineering
- Degree in Engineering

### **Possible Future Career Paths**

Working as a tradesperson or engineer in one or more of the following fields:

- |                          |                                    |
|--------------------------|------------------------------------|
| • Mining                 | • Heavy Vehicles or transportation |
| • Defence                | • Sustainable Energy Generation    |
| • Medical Engineering    | • Automotive                       |
| • Production Engineering | • Design and Development           |

The cost is anticipated at \$145 per student.

See Mr McKinnon & Mr Bunton for further details.



