VCE SUBJECT DESCRIPTIONS
FOR YEAR 11 STUDENTS 2021
VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students’ spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

COMPASSION

At Academy, compassion and empathy lead to life-enhancing action.

COURAGE

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

HOSPITALITY

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

JUSTICE

At Academy, justice and mercy are partners when forming relationships and building a strong community.

RESPECT

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

SERVICE

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.
MESSAGE FROM THE PRINCIPAL

Dear Parents/Guardians

In this booklet, you will receive excellent information that will help you and your daughter to better understand the VCE options in the Senior years at the College and assist your daughter to make an informed choice as to her subjects and possible career pathways.

Our emphasis is on the importance of an INFORMED CHOICE.

On Thursday 23 July Students will have the opportunity to talk with teachers from each Key Learning Areas Periods 5 and 6 followed by "VCE parent and student online Information Evening at 7pm". You are advised to refer also to the printed and online information provided by the Careers Centre, including http://vtac.edu.au/files/pdf/publications/prerequisites_for_2023.pdf

Rest assured that your daughter will receive much assistance from College personnel to help her to understand this information.

Ms Lauren Sach, the College Careers Practitioner, has been working with the Year 10 students in two important ways. Through ‘Career For Life’, the students are able to access valuable information and insight into career planning and through career interviews with Ms Lauren Sach the students receive information and advice of direct relevance to them.

Ms Siobhan Taylor, the Year 10 Wellbeing Leader, will speak to a Year 10 Assembly to provide more information about the subject selection procedure to the students.

May I also emphasize that each student should be actively choosing her own VCE course. It is important that parents and students work together during this time. The students need to fully participate in decisions which affect them. They need to study what they are interested in. I ask that you, as parents, listen to your daughter and be very open-minded as to her interests, her talents and her desire for a career. I also ask the students to have a real sense of their futures in the world of work, no matter what that world of work may look like in the next ten years. The aim is to make our students independent people, as this will stand them in good stead for the future.

There is more to school than just subjects and study. Students are successful at this College because we provide them with perspective in their lives. We teach them to cope with change. This is so important as a young person entering the workforce will face a lifetime of changes at work. They participate in extra-curricular activities, they play sport, they socialize, they enjoy friendships, they are challenged to constantly improve and they accept these challenges. They enter competitions, they experience leadership roles, they enjoy the visual and performing arts. To cope with the world of work they will need to be women with good communication and people skills and they will need to be lifelong learners as well as good citizens.

Hopefully, too, and most importantly, they will leave the College imbued with the Spirit of Mercy and a sense of compassion and concern for all.

Sr Mary Moloney rsm
Principal
WHY CHOOSE *this* IN VCE?

DEPARTMENT SUBJECT FLYERS FIND OUT WHY TEACHERS ARE PASSIONATE ABOUT THESE SUBJECTS & WHERE THEY WILL TAKE YOU

AVAILABLE FROM COLLEGE FACILITIES
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ACADEMY VCE Subject Descriptions 2021-2022
CHOOSING YOUR YEAR 11 & 12 PROGRAM

In selecting studies students should consider the following:

• Choice should depend upon your areas of interest and strengths
• It is your responsibility to check the VICTER 2023 to become aware of the subject prerequisites for any tertiary course you may be interested in studying
• Talk to your Subject Teachers, Wellbeing Leader, Deputy Principal Teaching and Learning, Learning Administration Leader, Careers Practitioner and take their comments or suggestions seriously
• Discuss options and the proposed program thoroughly with your parents

YOU HAVE TO MAKE SURE THAT:

• Your choice of subjects will enable you to fulfil the requirements of the Victorian Certificate of Education (VCE)
• You are aware that there is no upper limit to the number of years over which results may be accumulated for the award of the certificate
• The program you choose suits your abilities and allows for realistic future options at tertiary level or for entry to the workforce

SUBJECT QUOTAS AND SUBJECTS OFFERED

• Quotas will apply in subjects where the number of students enrolling exceeds the number of available places. In such cases, acceptance will be decided on the basis of:
  • satisfactory completion of Year 10
  • grades in related subjects.
• The school reserves the right to withdraw any subject from the Curriculum if the number of students choosing to do that subject does not reach the minimum required.
• Timetable constraints may also restrict a student’s final subject selection.

RELIGIOUS EDUCATION AND PASTORAL CARE

Religious Education and Pastoral Care have an important place in the structure of student courses. As a Catholic Secondary College, we endeavour to promote the dignity of the human person and lead the student to an understanding of the gospel message and the teachings of the Catholic Church.

In accordance with the Catholic philosophy of the College all students in Year 11 & 12 must:

• Take at least two units of Religious Education Studies in their student program over two years
• Participate in the parallel religious and spiritual development program offered at the College. This will include reflection days, and liturgical and faith development seminars during both years.

UNITS OFFERED IN RELIGIOUS EDUCATION

All students in Year 11 will study:

• VCE Religion and Society Unit 1: Religion in Society or
• VCE Texts and Traditions Unit 1 and 2 or
• VCE Texts and Traditions Unit 3 and 4

All students in Year 12 will study:

• VCE Religion and Society Unit 2: Religion & Ethics or
• VCE Texts and Traditions Units 3 and 4.

All VCE students are expected to fully participate in the extra curricula religious and spiritual development program offered at the College.

PATHWAYS FOR RELIGIOUS EDUCATION IN VCE

Pathway One

Year 11: VCE Texts and Traditions Unit 1 and 2
Year 12: VCE Texts and Traditions Unit 3 and 4

Advantages:

• Allows students to combine their interests in literature and history with their study of religion.
• Allows students to have six private study periods as part of their Year 11 course of study.
• Allows students to have an extra six private study periods as part of their Year 12 course of study.
• The study score for VCE Texts and Traditions Unit 3 and 4 contributes to the student’s ATAR score.

Pathway Two

Year 11: VCE Texts and Traditions Unit 3 and 4
Year 12: VCE Religion and Ethics Unit 2

Advantages:

• Allows students to combine their interests in literature and history with their study of religion.
• Allows students to have six private study periods as part of their Year 11 course of study.
• Allows students the option of completing two Unit 3 and 4 subjects in Year 11 with the possibility of studying four Unit 3 and 4 subjects in Year 12.
• The study score for VCE Texts and Traditions Unit 3 and 4 contributes to the student’s ATAR score.

Pathway Three

Year 11: VCE Religion and Society Unit 1
Year 12: VCE Texts and Traditions Unit 3 and 4

Advantages:

• Allows students to combine their interests in literature and history with their study of religion.
• Allows students to have an extra six private study periods as part of their Year 12 course of study.
• The study score for VCE Texts and Traditions Unit 3 and 4 contributes to the student’s ATAR score.

Pathway Four
Year 11: VCE Religion and Society Unit 1
Year 12: VCE Religion and Ethics Unit 2

Requirements for the Award of the VCE Certificate
Students expecting to complete their VCE in 2023 will be required to satisfactorily complete the equivalent of 16 units, including 3 units from the English group and three pairs of units at 3 & 4 level other than English.

In each unit of study, students must satisfactorily achieve the OUTCOMES as specified in the Study Design to gain credit for the unit. An Outcome is the specified skills and knowledge for each unit of study.

All students must include in their course at least two units of a Religious study as outlined previously.

Students normally complete the VCE in two years.

Students entering the formal VCE program at Academy must take 13 units (12 if they choose Texts and Traditions 3 & 4) in their Year 11 program. VCE students at Year 12 must choose 11 Units (10 if they choose Texts and Traditions 3 & 4).

Australian Tertiary Admission Rank - ATAR
To indicate the level of achievement of VCE students, an ATAR is determined for each applicant who has completed at least four Unit 3 & 4 VCE Studies including an English (or EAL), and who is completing at least one Unit 3 & 4 VCE Study in the current year.

The ATAR is based on School Assessed Coursework (SACs) and Examinations or School Assessed Tasks (SATs) and Examinations.

School Assessed Coursework (SAC) comprises a number of assessment tasks used to assess the learning outcomes for the unit. The scores from the SACs or SATs contribute to the overall score a student will achieve for that course of study. The scoring and weighting of the total grade varies from study to study.

Each unit of study at 3 & 4 level will have an examination(s) set and corrected by the VCAA. The performance on School Assessed Coursework, School Assessed Tasks and the VCAA examination are used by tertiary institutions for selection purposes (ATAR).

General Achievement Test (GAT)
All students who undertake a VCE Unit 3 & 4 Study must sit the General Achievement Test in June. This is a general test encompassing Arts/Humanities, Mathematics/Science/Technology and Writing Skills. Year 11 students who study a VCE Unit 3 & 4 Study in 2021 will sit a GAT examination in both 2021 and 2022.
UNIVERSITY AND COLLEGE ENTRANCE REQUIREMENTS

Students are already aware of the need to check their choice of course against the entrance requirements of particular courses in which they may be interested.

The major relevant publication is VIC TER 23 published by the Victorian Tertiary Admissions Centre. Each student should already have a copy of this document from the newspaper supplement of July, 2020. This publication is also available for reference purposes from the Careers Centre and on the VTAC website http://vtac.edu.au/files/pdf/publications/prerequisites_for_2023.pdf

The College will endeavour to inform students adequately about these matters. However, ultimately it is the individual student’s responsibility to see that an appropriate course choice has been made.

You are encouraged to seek assistance regarding Tertiary and College entrance requirements from the College Careers Practitioner, Ms Lauren Sach.

VCE ACCELERATION STUDIES

To be successful in the application to study an accelerated VCE Unit 3 & 4 Study, the student’s Semester 1 and Semester 2 reports must have:

• No NS,NGL or UG, grades in any subject
• An average grade for all subjects of at least a B
• No days absent without a College Approved Reason.

Year 10 students who have met these requirements in their Semester One report are deemed to be ‘provisionally’ eligible to apply to study one Unit 3 & 4 subject as part of the Year 11 course of study. Appropriate Unit 3 & 4 subjects will be included in the list of Web Preference subject offerings for these students.

The VCE Unit 3 & 4 Studies that are available for students to study in Year 11 2021 are:

- Business Management
- Psychology
- Texts and Traditions
- Food Studies
  Students should have studied a Food non core subject in Yr 9/10
- Further Mathematics
  If the student also selects Unit 1 & 2 Mathematical Methods
- Music Performance
- Biology
  If the student completed VCE Biology Units 1 & 2
- Health & Human Development
  If the student completed VCE HHD Units 1 & 2
- History
  If the student completed VCE History Units 1 & 2
- Legal Studies
  If the student completed VCE Legal Studies Units 1 & 2
- Physical Education
  If the student completed VCE PE Units 1 & 2
- Drama
  If the student completed VCE Drama Units 1 & 2

Final confirmation of acceptance into a Unit 3 & 4 Study with her Year 11 studies will be communicated with the Semester Two report.

Placing a preference in the On-Line Selection is not a guarantee that the student will be enrolled into the chosen subjects.

Students and their parents must also be aware that preference of entry into VCE Unit 3 & 4 Studies will be given to Year 12 students. If the number of students selecting the Study is too large, Year 11 students may find that they are unable to enrol in the class.
UNIVERSITY ENHANCEMENT STUDIES

The University of Melbourne, Monash University, Latrobe University, RMIT University, Australian Catholic University and Swinburne University offer students in Year 12 who have completed the appropriate Unit 3 & 4 Study sequences in Year 11 the opportunity to apply for admission to a University Enhancement program. Students undertake a first year university subject whilst completing their VCE. Students who have been very successful in their Unit 3 and 4 Studies are eligible to apply to the University for admission to this program. These studies also contribute to the student’s ATAR.

Students attend a centre designated by the University to complete their University Enhancement subjects. These classes are usually conducted after normal school hours. Students interested in this program should consult with Ms Lauren Sach. Application forms are available from the Careers Centre.

Please note not all studies are offered by the Universities and students must be able to fulfil the Universities entry requirements.

THE SUBJECT SELECTION PROCESS

On-line Submission of VCE Subject Selections.

All Year 10 students will receive a URL address for the On Line Subject Preferences and an individual Log In and Password.

The students will ONLY enter their Year 11 (2021) Studies. The students have until midnight Friday 21 August to enter their preferences.

The First Preference MUST be the student’s Religion Study (VCE Religion and Society Unit 1 or VCE Texts and Traditions Unit 3 & 4).

The Second Preference MUST be the student’s English Study (either VCE English Unit 1 & 2 or VCE English Language Unit 1 & 2).

The next five Preferences (or four Preferences in the case of a student who selects VCE Texts and Traditions Unit 3 & 4) are the Studies the student would like to comprise her Year 11 Course. These MUST be entered in order of preferred choice with Preference Three indicating the student’s most desired subject choice.

In the event of a subject clash, the Timetabler will allocate the student to the highest placed preference. Except for Texts and Traditions 3 & 4, Year 11 students must place a Unit 3 & 4 subject as their last (Seventh) preference.

All students MUST enter two emergency preferences. When students have entered their On Line Subject Preferences for the last time, they must print a Subject Preference Receipt. This Subject Preference Receipt must be signed by both the student and a parent.

Subject Prerequisites

Year 10 & 11 2020 students who fail to meet the pre-requisite conditions for selection into particular VCE subjects will find that these subjects are not included in their list of Web Preference subject offerings. Students and parents should understand that this process is intended to support students to select an appropriate course of VCE study in which they will find satisfaction and success. Students do have the right to appeal any decision made by the College to prevent a student from entering a VCE subject on the basis of their inability to meet prerequisite conditions. The appeal process is undertaken after the date for Web Preference submission. To appeal a decision, a student or parent is asked to contact the Ms Fiona Lennon, Deputy Principal-Teaching & Learning, or the relevant Wellbeing Leader. A meeting involving the student, her parents, the Deputy Principal, the Wellbeing Leader and the College Careers Practitioner will be convened to discuss all issues relating to the particular needs of the student.

TERM 3

Senior staff will interview and counsel any student who is not able to be offered a subject from her On Line Subject Preferences.

TERM 4

All students will receive final confirmation of their subject enrolment and a booklist for 2021 in Term 4.

SOURCES OF FURTHER INFORMATION

You are able to obtain further information about the studies and units described from various people at school who have been responsible for writing the descriptions and constructing courses for Units 1–4.

Information about the expectations of VCE/VET may be obtained from:

Learning Administration Leader
Mr John Andritsos

Careers Practitioner
Ms Lauren Sach

Student Welfare
Ms Giovina Costantini

Year 10 Wellbeing Leader
Ms Siobhan Taylor

Year 11 Wellbeing Leader
Ms Alex Cowin

Year 12 Wellbeing Leader
Mr David Molino
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NB You will ONLY enter Year 11 (2021) preferences into the On Line Subject Preferences.

NB Use this column to ensure that you can complete a full VCE program.
*Place a TICK next to Studies you hope to continue from 2022*
ENGLISH

English is a compulsory VCE subject

Any one of the three ‘English’ studies below fulfills this requirement.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. EAL status is granted to students who have studied in English for seven years or less at the commencement of Year 12.

The study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts.

English Language studies the nature of language and communication in human thought and how English is used effectively and creatively in different contexts.
RATIONALE
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, English from Australia and from other cultures, students become confident, articulate and critically aware communicators, further developing a sense of themselves, their world and their place within it.

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. English as a Second Language (EAL) students undertake the study as outlined in this study design.

UNIT 1
AREA OF STUDY 1: Reading and Creating Texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made.

OUTCOME 1
On completion of this unit the student should be able to produce analytical and creative responses to texts.

AREA OF STUDY 2: Analysing and Presenting Argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience.

OUTCOME 2
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

UNIT 2
AREA OF STUDY 1: Reading and Comparing Texts
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

OUTCOME 1
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

AREA OF STUDY 2: Analysing and Presenting Argument
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

OUTCOME 2
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, as well as creating text which presents a point of view.

UNIT 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

AREA OF STUDY 1: Reading and Creating Texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.

OUTCOME 1
On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text

AREA OF STUDY 2: Analysing Argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue.

OUTCOME 2
On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
AREA OF STUDY 3: Listening to Texts (EAL students only)
In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in them.

OUTCOME 3 (EAL STUDENTS ONLY)
On completion of this unit the student should be able to comprehend a spoken text.

UNIT 4
AREA OF STUDY 1: Reading and Comparing Texts
In this area of study students explore the meaningful connections between two texts.

OUTCOME 1
On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

AREA OF STUDY 2: Presenting Argument
In this area of study students use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

OUTCOME 2
On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework, and an external end-of-year written examination.

Contribution to final assessment (% to study score)
• School-assessed coursework for Unit 3 & 4: 50%
• End of year written examination: 50%

LEARNING ENHANCEMENT SUPPORT
The Learning Enhancement Team at Academy understand and value the fact that each student learns differently. During the Senior Secondary stages of schooling, The Learning Enhancement Team continue to work in partnership with the students, parents and their teachers. Support is customised to reflect individual student learning, wellbeing or physical needs. The Learning Enhancement Team implement and monitor adjustments for continued growth and work closely with our young women in building their independence and self-efficacy. The emphasis of support is predominately related to reading, writing and speaking related learning tasks. At this crucial time in their education, extra help is also provided for some students in the form of explicit teaching of time management, organisation and study skills.
RATIONALE

Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3.

UNIT 1: APPROACHES TO LITERATURE

In this unit students focus on the ways in which the interaction between text and reader creates meaning.

AREA OF STUDY 1: Reading Practices

In this area of study students consider how language, structure and stylistic choices are used in different literary texts.

OUTCOME 1

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

AREA OF STUDY 2: Ideas and Concerns In Texts

Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

OUTCOME 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

UNIT 2: CONTEXT AND CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world.

AREA OF STUDY 1: The Text, The Reader and Their Contexts

This area of study focuses on the interrelationships between the text, readers and their social and cultural contexts. On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups in that context.

AREA OF STUDY 2: Exploring Connections Between Texts

This area of study students focus on the ways that texts relate to and influence each other. Students make comparisons between the ways in which different texts are constructed.

OUTCOME 2

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

UNIT 3: FORM AND TRANSFORMATION

AREA OF STUDY 1: Adaptations and Transformations

In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

OUTCOME 1

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

AREA OF STUDY 2: Creative Responses to Texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work.

OUTCOME 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

UNIT 3: FORM AND TRANSFORMATION

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OUTCOME 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

UNIT 4: INTERPRETING TEXTS

AREA OF STUDY 1: Literary Perspectives

In this area of study this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader.

OUTCOME 1

On completion of this unit the student should be able to produce an interpretation of a text using different literary perspectives to inform their view.

AREA OF STUDY 2: Close Analysis

This area of study focuses on detailed scrutiny of the style, concerns and construction of a text.

OUTCOME 2

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of those texts.

ASSESSMENT

For Units 3 & 4 assessment tasks will include school-assessed coursework, and an external end-of-year written exam. The exam is designed to assess students’ ability to write sustained interpretations of two different kinds of texts. Students will produce two pieces of writing in response to questions that require critical analysis and interpretation of two texts studied.

 Contribution to final assessment (% to study score)

- School-assessed coursework for Unit 3 & 4: 50%
- End of year written examination: 50%
ENGLISH LANGUAGE

RATIONALE

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3.

UNIT 1: LANGUAGE AND COMMUNICATION

In this unit students consider the way language is organised. They explore the various functions of language and the nature of language as an elaborate system of signs. Students also investigate children's ability to acquire language and the stages of language acquisition across a range of subs.

AREA OF STUDY 1: The Nature and Functions of Language

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

OUTCOME 1

On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

AREA OF STUDY 2: Language Acquisition

This area of study focuses on the developmental stages of child language acquisition.

OUTCOME 2

On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

UNIT 2: LANGUAGE CHANGE

Students focus on language change and the factors contributing to change over time in the English language and to the spread of English.

AREA OF STUDY 1: English Across Time

This area of study examines the changes that have occurred in English over time.

OUTCOME 1

On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

AREA OF STUDY 2: English in Contact

Students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of contact with the English language.

OUTCOME 2

On completion of this unit the student should be able to describe and explain the effects of the global spread of English through a range of spoken and written texts.

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

Students investigate English language in contemporary Australian social settings. They consider language as a means of social interaction, exploring how we communicate information, ideas, attitudes, prejudices and ideological stances.

AREA OF STUDY 1: Informal Language

Students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose.

OUTCOME 1

On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.

AREA OF STUDY 2: Formal Language

Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose.

OUTCOME 2

On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

UNIT 4: LANGUAGE VARIATION AND IDENTITY

Students focus on the role of language in establishing and challenging different identities.

AREA OF STUDY 1: Language Variation in Australian Society

Students examine the range of language varieties that exist in contemporary Australian society and the contributions they make to a construction of shared national identity.

OUTCOME 1

On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.

AREA OF STUDY 2: Individual and Group Identities

Students focus on the role of language in reflecting and constructing individual and group identities.

OUTCOME 2

On completion of this unit the student should be able to analyse how people's choice of language reflects and constructs their identities.

ASSESSMENT

For Units 3 & 4 assessment tasks will include school-assessed coursework, and an external end-of-year written exam.

Contribution to final assessment (% to study score)

- School-assessed coursework for Unit 3 & 4: 50%
- End of year written examination: 50%
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments.
RATIONALE
VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically—across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

ENTRY
There are no prerequisites for entry to Units 1 & 2.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING
In this unit students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians.

OUTCOME 1
On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

OUTCOME 2
On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

OUTCOME 3
On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

ASSESSMENT
• Structured questions
• Data Analysis
• Powerpoint Presentation
• Examination

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility. Students explore the Australian healthcare system and extend their capacity to access and analyse health information.

OUTCOME 1
On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept

OUTCOME 2
On completion of this unit the student should be able to describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

ASSESSMENT
• Case Study Analysis
• Structured questions
• Report - based on a set of questions
• Examination

ENTRY
Year 10 students applying to study this subject must meet the VCE Acceleration requirements.

Year 11 students seeking to study this subject face no prerequisites.

UNIT 3: AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
This unit allows students to explore health and wellbeing as a global concept. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students
look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

OUTCOME 1
On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia’s health status data and analyse variations in health status.

OUTCOME 2
On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT
This unit allows students to investigate health status and burden of disease in different countries and explore factors that contribute to health inequalities between and within countries.

Students consider the health implications of increased globalization and worldwide trends impacting on sustainability and human development.

Students focus on the United Nations’ Sustainable Development Goals (SDGs) and the work of the World Health Organisation. They also investigate the role of non-government organisations and Australia’s overseas aid program.

OUTCOME 1
On completion of this unit the student should be able to:
Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

OUTCOME 2
On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework, and an external end-of-year examination.

Contribution to final assessment (% to study score)
- School-assessed coursework Unit 3: 25%
- School-assessed coursework Unit 4: 25%
- End of year examination: 50%
PHYSICAL EDUCATION

RATIONALE
VCE Physical Education enables students to understand the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, students develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching and health promotion.

ENTRY
There are no prerequisites for entry to this subject.

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. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

OUTCOMES 1
On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

OUTCOMES 2
On completion of this unit student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

ASSESSMENT
- Written report
- Practical laboratory report
- Case study
- Data analysis
- Multimedia presentation
- Structured questions
- Examination

UNIT 2: PHYSICAL ACTIVITY SPORT AND SOCIETY

This unit students are introduced to types of physical activity and the role participation in physical activity and sedentary behavior 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.

Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. 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.

OUTCOMES 1
On completion of this unit student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

OUTCOMES 2
On completion of this unit student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT
- Written report
- Multimedia presentation
- Oral presentation
- Structured questions
- Examination
ENTRY
Year 10 students applying to study this subject must meet the VCE Acceleration requirements.

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. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

OUTCOMES 1
On completion of this unit student should be able to collect and analyse information from and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

OUTCOMES 2
On completion of this unit student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

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.

OUTCOMES 1
On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

OUTCOMES 2
On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and an external end-of-year examination.

Contribution to final assessment (% to study score)
- School-assessed Coursework for Unit 3: 25%
- School-assessed Coursework for Unit 4: 25%
- End of year examination: 50%
PSYCHOLOGY

RATIONALE
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social 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 develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

ENTRY
There are no prerequisites for entry to Units 1 & 2.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

OUTCOMES 1
On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

OUTCOMES 2
On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.

OUTCOMES 3
On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

ASSESSMENT
- Written report
- Practical laboratory report
- Case study
- Data analysis
- Multimedia presentation
- Structured questions
- Examination

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?
This unit looks at a person’s thoughts, feelings and behaviours that are influenced by a variety of biological, psychological and social factors. Students look at aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person’s perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

OUTCOMES 1
On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

OUTCOMES 2
On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

OUTCOMES 3
On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT
- Written report
- Practical laboratory report
- Case study
- Data analysis
- Multimedia presentation
- Structured questions
- Examination
ENTRY

Year 10 students applying to study this subject must meet the VCE Acceleration requirements.

Year 11 students seeking to study this subject face no prerequisites.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. Students examine the contribution that 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.

OUTCOME 1

On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

OUTCOME 2

On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

UNIT 4: HOW IS WELL-BEING DEVELOPED AND MAINTAINED

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. 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.

OUTCOME 1

On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.

OUTCOME 2

On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

OUTCOME 3

On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT TASKS

For Units 3 & 4 assessment tasks will include school assessed coursework, and an external end-of-year examination.

Contribution to final assessment (% to study score)

- School-assessed Coursework Unit 3: 16%
- School-assessed Coursework Unit 4: 24%
- End of year examination: 60%
The VCE Humanities program is born from the idea that students benefit enormously from a wide range of learning experiences and options in their crucial VCE years. This program caters for a wide range of pure academic interests whilst providing vocational pathways in the popular area of Social Sciences.
ACCOUNTING

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

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

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.

OUTCOME 1
On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

OUTCOME 2
On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

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.

OUTCOME 1
On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

OUTCOME 2
On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

OUTCOME 3
On completion of this unit the student should be able to record and report for non-current assets and depreciation.

ASSESSMENT
1. Folio of exercises
2. Tests
3. Assignment
4. Examinations

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.
OUTCOME 1
On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

OUTCOME 2
On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

ASSESSMENT
1. Test Manual or ICT
2. Case study Manual/ICT
3. Exercises Manual/ICT

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.

OUTCOME 1
On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

OUTCOME 2
On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.
RATIONALE

In contemporary Australian society, there are a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there are a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

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

ENTRY

Year 10 students applying to study this subject must meet the VCE Acceleration requirements.

Year 11 students seeking to study this subject face no prerequisites.

UNIT 1: PLANNING A BUSINESS

RATIONALE

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.

OUTCOMES

On completion of this unit students should be able to:

• Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

• Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

• Describe the internal business environment and analyse how factors from within it may affect business planning.

ASSESSMENT

For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination.

1. A case study analysis
2. Business research report
3. Development of a business plan and/or feasibility study
4. An interview and a report on contact with business
5. School-based, short-term business activity
6. Business simulation exercise
7. An essay
8. Business survey

UNIT 2: ESTABLISHING A BUSINESS

RATIONALE

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.

OUTCOMES

On completion of this unit students should be able to:

• Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

• Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

• Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.
ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination.
1. A case study analysis
2. Business research report
3. Development of a business plan and/or feasibility study
4. An interview and a report on contact with business
5. School-based, short-term business activity
6. Business simulation exercise
7. An essay
8. Business survey

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 have the opportunity to compare theoretical perspectives with current practice.

AREAS OF STUDY
1. Business Foundations
2. Managing Employees
3. Operations Management

OUTCOMES
On completion of this unit students should be able to:
• Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
• Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
• Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations

UNIT 4: 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 students evaluate business practice against theory.

AREAS OF STUDY
1. Reviewing Performances – the need for change
2. Implementing change

OUTCOMES
On completion of this unit students should be able to:
• Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
• Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination.

Contribution to final assessment (% to study score)
• School-assessed Coursework for Unit 3: 25%
• School-assessed Coursework for Unit 4: 25%
• End of year examination: 50%
LEGAL STUDIES

RATIONALE

In contemporary Australian society there are a range of complex laws that exist to protect the rights of individuals to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply reasoning, decision-making and critical thinking to solve legal problems.

ENTRY

There are no prerequisites for entry to this subject.

UNIT 1: GUILTY 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. 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.

AREAS OF STUDY

1. Legal Foundations
2. The Presumption of Innocence
3. Civil Liability

OUTCOMES

On completion of this unit students should be able to:

- Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

ASSESSMENT

1. Folio and report
2. Test
3. Essay
4. Case Study
5. Examination

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 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.

AREAS OF STUDY

1. Sanctions
2. Remedies
3. Rights

OUTCOMES

On completion of this unit students should be able to:

- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.
ASSESSMENT
1. Case study
2. Structured assignment
3. Essay
4. Tests
5. Examination

ENTRY
Year 10 students applying to study this subject must meet the VCE Acceleration requirements.
Year 11 students seeking to study this subject face no prerequisites.

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.

AREAS OF STUDY
1. The Victorian Criminal Justice System
2. The Victorian Civil Justice System

OUTCOMES
On completion of this unit students should be able to:
• Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
• Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

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

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.

AREAS OF STUDY
1. The People and the Australian Constitution
2. The People, the Parliament and the Courts

OUTCOMES
On completion of this unit students should be able to:
• Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
• Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these lawmakers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

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

Contribution to final assessment (% to study score):
• School-assessed Coursework Unit 3: 25%
• School-assessed Coursework Unit 4: 25%
• End of year examination: 50%
HISTORY

UNITS 1 & 2: TWENTIETH CENTURY

RATIONALE
The study of VCE History assists students to understand themselves, others and their world. The study broadens their perspective through the examination of people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change. The world is not as it always has been and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables students to make links between historical sources and the world in which they were produced. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Historians do not always agree about the meaning that is taken from the past and historical interpretations are often subject to academic and public debate. The study of History equips students to take an informed position on such matters, helping them develop as individuals and citizens.

ENTRY
There are no prerequisites for entry to this subject.

UNIT 1: TWENTIETH CENTURY HISTORY 1918–1939

AREA OF STUDY 1: Ideology and conflict
- What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

OUTCOMES
On completion of this unit students should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

To achieve this outcome the student will draw on key knowledge and key skills.

AREA OF STUDY 2: Social and cultural change
- What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
- How did ideologies affect the daily lives of people?
- How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

OUTCOMES
On completion of this unit students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2, focusing on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

ASSESSMENT
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.
Assessment tasks over Units 1 and 2 should include the following:
1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations
4. An essay

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.

AREA OF STUDY 1: Competing ideologies
- What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–1991.

OUTCOMES

On completion of this unit students should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

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

AREA OF STUDY 2: Challenge and change
- What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Students study challenge and change in relation to two of the following:
- Decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya, East Timor, Papua New Guinea
- Campaigns by terrorist groups such as EOKA (Cyprus), ETA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army, Al Jihad, Hezbollah, and Al Qaeda
- Other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish ‘troubles’
- Social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement.

OUTCOMES

On completion of this unit students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

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

ASSESSMENT

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

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

Assessment tasks over Units 1 and 2 should include the following:
1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations
4. An essay

ENTRY

Year 10 students applying to study this subject must meet the VCE Acceleration requirements.

Year 11 students seeking to study this subject face no prerequisites.
UNITS 3 & 4: REVOLUTIONS

RATIONALE
In historical study, the word ‘revolution’ has many implications. Mao Zedong wrote that “A revolution is not a dinner party…” What he meant was that revolutions were never gentle but required a degree of violence in removing the previous government. Revolutions are the greatest form of upheaval of modern times and share the common aim of breaking with the past by destroying the existing regimes and societies and embarking on a program of economic, social and political transformation. This process of dramatically accelerated change has a profound impact on the country in which it occurs, as well as international repercussions. The study of revolution considers differing perspectives and different judgements of the history of the revolution.

ENTRY
Students are encouraged to undertake Year 11 or possess strong Year 11 English results, prior to attempting Revolutions at Year 12 in order to obtain the knowledge, skill base and expression required for this subject.

UNIT 3: THE RUSSIAN REVOLUTION OF OCTOBER 1917

AREA OF STUDY 1: Causes of Revolution

• The events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin’s return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917
• The ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism
• The role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Piotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky
• The contribution of popular movements in mobilising society and challenging the existing order, including workers’ protests and peasants’ uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

UNIT 4: THE CHINESE REVOLUTION OF 1949

AREA OF STUDY 1: Causes of Revolution

• The events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the Sino- Japanese War, the Yan’an Soviet (Yenan), the Second United Front, and the Civil War
• The ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian’s (Sun Yat-sen’s) ‘Three Principles of the People’, Nationalism, Chinese Communism and Mao Zedong Thought (Maoism)
• The role of individuals, including Yuan Shikai (Yuan Shih-k’ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai)
• The contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, the 1921 Famine and the Kronstadt Revolt
• The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin’s ‘On Party Unity’) and the effects of the NEP
• The contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
• The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

OUTCOMES
On completion of this unit the student should be able:
• To analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
• To Analyse the consequences of revolution and evaluate the extent of change brought to society.
actions of the Goumindang (Kuomintang) and the Chinese Communist Party.

**AREA OF STUDY 2: Consequence of Revolution**

- The challenges the new regime faced in attempting to consolidate its power, including the new political system, PLA, the implementation of Fanshen, Thought Reform, Sanfan and Wufan, a culture of spying and fear, the First Five-Year Plan and collectivisation and social improvements
- The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the nature of political systems, the impacts of mass campaigns, the Hundred Flowers Campaign, The Great Leap Forward, ‘Three Bad Years’ (Famine), The Great Proletarian Cultural Revolution, the Cult of Mao, and the fall of Lin Biao (Lin Piao)
- The contribution of significant individuals that changed society, including Mao Zedong (Mao Tse-tung), Zhou Enlai (Chou En-lai), Peng Dehuai (P’eng Te-huai), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch’i), and Jiang Qing (Chiang Ch’ing)
- The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including peasants, women, intellectuals, business owners, workers, CCP Party Members, students and the Red Guards.

**OUTCOMES**

On completion of this unit the student should be able:

- To analyse the consequences of revolution and evaluate the extent of change brought to society
- To analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

**ASSESSMENT**

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

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

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

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

**Contribution to final assessment (% to study score)**

- School-assessed coursework Unit 3: 25%
- School-assessed coursework Unit 4: 25%
- End of year examination: 50%
The study of a language other than English contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with communities in Australia and internationally in a variety of endeavours.
FRENCH

ENTRY
Prerequisites: Students must have achieved a Pass standard in Year 10 French.

DESCRIPTION
This study enables students to:
• communicate with others in French in interpersonal, interpretive and presentational contexts
• understand the relationship between language and culture
• compare cultures and languages and enhance intercultural awareness
• understand and appreciate the cultural contexts in which French is spoken
• learn about language as a system and themselves as language learners
• make connections between different languages, knowledge and ways of thinking
• become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. The areas of study for each of the four units are the same and the outcomes reflect these areas of study.

AREAS OF STUDY
1. Interpersonal communication
2. Interpretive communication
3. Presentation communication

UNIT 1
OUTCOMES
On completion of this unit students should be able to:
• Exchange meaning in a spoken interaction in French.
• Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and English
• Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose

UNIT 2
OUTCOMES
On completion of this unit students should be able to:
• Respond in writing in French to spoken, written or visual texts presented in French
• Analyse and use information from written, spoken or visual texts to produce an extended written response in French
• Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

ASSESSMENT
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For each unit, students are required to demonstrate three outcomes.

UNIT 3
OUTCOMES
On completion of this unit students should be able to:
• Respond in writing in French to spoken, written or visual texts presented in French
• Analyse and use information from written, spoken or visual texts to produce an extended written response in French
• Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

ASSESSMENT
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For each unit, students are required to demonstrate three outcomes.

UNIT 4
OUTCOMES
On completion of this unit students should be able to:
• Share information ideas and opinions in a spoken exchange in French
• Analyse information from written, spoken and viewed texts for use in a written response in French
• Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and two end of year externally set examinations.

Contribution to final assessment (% to study score)
• School-assessed coursework Unit 3: 25%
• School-assessed coursework Unit 4: 25%
• End of year examinations: 50%

The end of year examinations are:
1. Oral examination
2. Written examination
ITALIAN

ENTRY
Prerequisites: Students must have achieved a Pass standard in Year 10 Italian.

DESCRIPTION
This study enables students to:

• communicate with others in Italian in interpersonal, interpretive and presentational contexts
• understand the relationship between language and culture
• compare cultures and languages and enhance intercultural awareness
• understand and appreciate the cultural contexts in which Italian is spoken
• learn about language as a system and themselves as language learners
• make connections between different languages, knowledge and ways of thinking
• become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. The areas of study for each of the four units are the same and the outcomes reflect these areas of study.

AREAS OF STUDY
1. Interpersonal communication
2. Interpretive communication
3. Presentation communication

UNIT 1
OUTCOMES
On completion of this unit students should be able to:

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

UNIT 2
OUTCOMES
On completion of this unit students should be able to:

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

ASSESSMENT
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For each unit, students are required to demonstrate three outcomes.

UNIT 3
OUTCOMES
On completion of this unit students should be able to:

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

UNIT 4
OUTCOMES
On completion of this unit students should be able to:

• Participate in a spoken exchange in Italian to resolve a personal issue
• Interpret information from texts and write responses in Italian
• Express ideas in a personal, informative or imaginative piece of writing.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and two end of year externally set examinations.

Contribution to final assessment (% to study score)

- School-assessed coursework Unit 3: 25%
- School-assessed coursework Unit 4: 25%
- End of year examinations: 50%

The end of year examinations are:

1. Oral examination
2. Written examination
JAPANESE

ENTRY
Prerequisites: Students must have achieved a Pass standard in Year 10 Japanese.

DESCRIPTION
This study enables students to:
• communicate with others in Japanese in interpersonal, interpretive and presentational contexts
• understand the relationship between language and culture
• compare cultures and languages and enhance intercultural awareness
• understand and appreciate the cultural contexts in which Japanese is spoken
• learn about language as a system and themselves as language learners
• make connections between different languages, knowledge and ways of thinking
• become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. The areas of study for each of the four units are the same and the outcomes reflect these areas of study.

AREAS OF STUDY
1. Interpersonal communication
2. Interpretive communication
3. Presentation communication

UNIT 1
OUTCOMES
On completion of this unit students should be able to:
• Exchange meaning in a spoken interaction in Japanese.
• Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and English
• Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose

UNIT 2
OUTCOMES
On completion of this unit students should be able to:
• Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
• Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
• Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken

ASSESSMENT
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For each unit, students are required to demonstrate three outcomes.

UNIT 3
OUTCOMES
On completion of this unit students should be able to:
• Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
• Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
• Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken

UNIT 4
OUTCOMES
On completion of this unit students should be able to:
• Share information ideas and opinions in a spoken exchange in Japanese
• Analyse information from written, spoken and viewed texts for use in a written response in Japanese
• Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and two end of year externally set examinations.

Contribution to final assessment (% to study score)
• School-assessed coursework Unit 3: 25%
• School-assessed coursework Unit 4: 25%
• End of year examinations: 50%

The end of year examinations are:
1. Oral examination
2. Written examination
The study of VCE Mathematics is designed to enable students to develop and apply mathematical knowledge and skills, to investigate, analyse and solve problems in situations ranging from the familiar and well-defined to unknown and open-ended cases. The effective use of new and emerging technologies as a tool for mathematical activity is integrated into all study.
The study of VCE Mathematics is designed to enable students to:

- develop mathematical knowledge and skills
- apply mathematical knowledge to investigate, analyse and solve problems in situations ranging from the familiar and well-defined to unknown and open-ended cases
- use technology as an effective support and tool for mathematical activity

**STRUCTURE OF VCE MATHEMATICS**

The following units are available:

1. General Mathematics (Further) provides a complete background for Further Mathematics Units 3 & 4 and is suitable for Year 10 General Pathway Mathematics students.

2. Mathematical Methods Units 1 & 2 have a closely sequenced development of mathematical material and are intended particularly as preparation for Mathematical Methods Units 3 & 4 and as assumed material for Specialist Mathematics. The Methods units are rigorous and theoretical in approach and students beginning Mathematical Methods Units 1 & 2 are required to have studied Year 10 Methods Pathway Mathematics and achieve at least a ‘B’ standard on the Year 10 Semester One Report.

3. Specialist Mathematical Units 1 & 2, together with Mathematical Methods Units 1 & 2, is a thorough preparation for Specialist Mathematics Units 3 & 4. Specialist Mathematics Units 1 & 2 requires students to concurrently complete Mathematical Methods Units 1 & 2.

4. Further Mathematics Units 3 & 4 are intended to be widely accessible and provides general preparation for employment or further study. The assumed knowledge for Further Mathematics Units 3 & 4 is drawn from the courses offered in General Mathematics (Further) Units 1 & 2.

5. Mathematical Methods Units 3 & 4 may be taken alone or in conjunction with either Specialist Mathematics or Further Mathematics, and is intended to provide an appropriate background for further study in Science, Economics or Medicine.

6. Specialist Mathematics Units 3 & 4 are normally taken in conjunction with Mathematical Methods Units 3 & 4. Specialist Mathematics is intended for those with strong interests in mathematics and those who wish to subsequently undertake further study in mathematics and related disciplines.

**AVAILABLE VCE MATHEMATICS PATHWAYS** Note: Other combinations of units are quite possible and could suit some students.

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<thead>
<tr>
<th>OPTION</th>
<th>First year of VCE</th>
<th>Second year of VCE</th>
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<tr>
<td>A</td>
<td>General Mathematics (Further) 1 2</td>
<td>Further Mathematics 3 4</td>
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<tr>
<td>B</td>
<td>Mathematical Methods 1 2</td>
<td>Further Mathematics 3 4 &amp;/or Mathematical Methods 3 4</td>
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<td>C</td>
<td>Mathematical Methods 1 2 &amp; Specialist Mathematics 1 2</td>
<td>Mathematical Methods 3 4 &amp; or Methods 3 4 &amp; Specialist Mathematics 3 4</td>
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<tr>
<td>D</td>
<td>Mathematical Methods 1 2 &amp; Further Mathematics 3 4</td>
<td>Mathematical Methods 3 4</td>
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Student who have completed Pathway modules through to Year 10 level by the end of Year 8 may be invited to participate in Option E

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UNITS 1 & 2: GENERAL MATHEMATICS FURTHER
A preparation for Further Mathematics Units 3 & 4

ENTRY
There are no prerequisites for the study of General Mathematics (Further)

AREAS OF STUDY
1. Algebra and Structure (linear relations and equations)
2. Arithmetic and Number (computation, practical and financial)
3. Discrete Mathematics (matrices, number patterns and recursion, graphs and networks)
4. Graphs of Linear and Non-Linear Relations (linear graphs and models, and linear programming)
5. Statistics (investigating and comparing data distributions, investigating relationships between two numerical values)

OUTCOMES
On completion of this unit students should be able to:
• Define and explain key concepts, in relation to the above topics, and apply a range of related mathematical routines and procedures.
• Apply mathematical processes in non-routine contexts and analyse and discuss the selected applications of mathematics.
• Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in selected areas of study.

ASSESSMENT
The award of satisfactory completion for each unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This will be based on the student’s overall performance on the following assessment tasks:
1. Topic Tests
2. Semester Examination
3. Analysis and Application tasks

UNITS 1 & 2: MATHEMATICAL METHODS
A preparation for Mathematical Methods Unit 3 & 4

ENTRY
Students are required to have studied Year 10 Methods Pathway Mathematics and to have achieved at least a ‘B-grade’ standard on the Year 10 Semester One Report.

AREAS OF STUDY
1. Functions and graphs (graphical representation of functions, quadratic and cubic polynomials, circles, circular functions, exponential functions, root functions, inverse functions and modulus functions)
2. Algebra (expansion and factorisation for quadratic and cubic polynomials, solution of quadratic and cubic equations including numerical and iterative methods, simultaneous equation solving, index laws)
3. Calculus (rates of change, graphical interpretations, gradient functions, derivatives for polynomials, applications of differentiation, simple cases of anti-differentiation)
4. Probability (basic definitions and rules, conditional probability and combinatorics)

OUTCOMES
On completion of this unit students should be able to:
• Define and explain key concepts, in relation to the above topics, and apply a range of related mathematical routines and procedures.
• Able to apply mathematical processes in non-routine contexts and analyse and critically discuss these applications of mathematics.
• Able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in selected areas of study.

ASSESSMENT
The award of satisfactory completion for each unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This will be based on the student’s overall performance on the following assessment tasks:
1. Topic Tests
2. Semester Examination
3. Analysis and Application tasks
UNITS 1 & 2: SPECIALIST MATHEMATICS

Must be studied with Mathematical Method Units 1 and 2
A preparation for Specialist Mathematics Units 3 & 4

ENTRY

Students are required to have studied Year 10 Methods Pathway Mathematics and to have achieved at least a "B-grade" standard on the Year 10 Semester One Report.

AREAS OF STUDY

1. Functions and graphs (sketching and interpreting graphs)
2. Algebra (non-linear relations and equations)
3. Arithmetic (variation, sequences and series)
4. Geometry (shape and measurement, geometry in two and three dimensions, vectors)
5. Trigonometric ratios
6. Complex Numbers
7. Kinematics

OUTCOMES

On completion of this unit students should be able to:

• Define and explain key concepts, in relation to the above topics, and apply a range of related mathematical routines and procedures.
• Apply mathematical processes in non-routine contexts and analyse and discuss the selected applications of mathematics.
• Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in selected areas of study.

ASSESSMENT

The award of satisfactory completion for each unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This will be based on the student’s overall performance on the following assessment tasks:

1. Topic Tests
2. Semester Examination
3. Analysis and Application tasks

UNITS 3 & 4: FURTHER MATHEMATICS

AREAS OF STUDY

1. UNIT 3 Core
   Data analysis and Recursion and financial modelling
2. UNIT 4 Applications
   Matrices; Networks and decision mathematics; Geometry and measurement; and Graphs and relations (two selections)

OUTCOMES

On completion of this unit students should be able to:

• Define and explain key terms and concepts as specified in the content of each topic, and use this knowledge to apply related mathematical procedures to solve routine application problems.
• Able to apply mathematical processes in contexts related to each area of study and analyse and discuss these applications of mathematics.
• Able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in selected areas of study.

ASSESSMENT

For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination. At least some of these tasks will incorporate the effective and appropriate use of technology. The School Assessed Coursework will be based on assessment of the following tasks:

1. Application Task based on Data Analysis
2. Modelling or problem solving tasks 1, 2 & 3

Contribution to final assessment (% to study score)

• School-assessed coursework: 34%
• Two end of year examinations: 66%

UNITS 3 & 4 MATHEMATICAL METHODS

ENTRY

Prerequisites: A Pass standard in Unit 1 & 2 Mathematical Methods

AREAS OF STUDY

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics
OUTCOMES
On completion of this unit students should be able to:

• Define and explain key terms and concepts as specified in the content of each topic, and to apply a range of related mathematical routines and procedures
• Able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics
• Able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination. At least some of these tasks will incorporate the effective and appropriate use of technology. The School Assessed Coursework will be based on assessment of the following tasks:

1. Application Task
2. Modelling or problem solving tasks 1 & 2

Contribution to final assessment (% to study score)

• School-assessed coursework: 34%
• Two end of year examinations: 66%

UNITS 3 & 4: SPECIALIST MATHEMATICS

ENTRY
Prerequisites: A Pass standard in Unit 1 & 2 Mathematical Methods. The student must be enrolled in Units 3 & 4 Mathematical Methods.

AREAS OF STUDY
1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

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

• Define and explain key terms and concepts as specified in the content of each topic, and to apply a range of related mathematical routines and procedures
• Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics
• Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework and an end of year externally set examination. At least some of these tasks will incorporate the effective and appropriate use of technology. The School Assessed Coursework will be based on assessment of the following tasks:

1. Application Task
2. Modelling or problem solving tasks 1 & 2

Contribution to final assessment (% to study score)

• School-assessed coursework: 34%
• Two end of year examinations: 66%
PERFORMING ARTS

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

The study of Drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.
MUSIC PERFORMANCE

RATIONALE
Music is an integral part of all cultures and societies. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making; performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in lifelong music making.

ENTRY
The general benchmark for entry to Music Performance Units 1 & 2 is AMEB Grade 4 (or equivalent) for instrumentalists, or AMEB Grade 3 (or equivalent) for vocalists. Students must also be concurrently be enrolled in weekly individual instrumental/vocal lessons, with a suitably qualified teacher. Final approval for enrolment in VCE Music Performance Units 1 to 4 will be granted following an interview with the Head of Performing Arts to determine the student’s suitability to undertake the course.

UNIT 1
DESCRIPTION
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES
On completion of this unit students should be able to:
• Prepare and perform a practised program of group and solo works.
• Demonstrate instrumental techniques used in performance of selected works, and describe influences on their approach to performance
• Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

UNIT 2
DESCRIPTION
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

OUTCOMES
On completion of this unit students should be able to:
• Prepare and perform a musically engaging program of group and solo works.
• Demonstrate instrumental techniques used in performance of selected works, and describe influences on their approach to performance.
• Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
• Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

ASSESSMENT
For Units 1 & 2 assessment tasks will include a selection of the following:
• Solo performance recital
• Technical work: practical and written assessment
• Music analysis task
• Aural and written tests
UNIT 3

DESCRIPTION
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 includes works and performances by Australian musicians.

OUTCOMES
On completion of this unit students should be able to:
• Present an informed, accurate and expressive performance of a program of solo works.
• Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected solo works.
• Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

UNIT 4

DESCRIPTION
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, and analysis. Students continue to study ways in which Australian performers interpret works that have been created by Australian composers/songwriters, as well as artists from other times and locations.

OUTCOMES
On completion of this unit students should be able to:
• Prepare and present accurate and expressive performances of informed interpretations of a program of solo works.
• Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected solo works.
• Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework, an external solo performance exam in October, and an external end-of-year aural and written exam.

Contribution to final assessment (% to study score)
• School-assessed coursework for Unit 3: 20%
• School-assessed coursework for Unit 4: 10%
• Solo performance examination: 50%
• End of year written examination: 20%
MUSIC INVESTIGATION

In this study students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as the basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, improvised or arranged, and commentary about issues that have informed their interpretation of a representative program of works.

ENTRY
Pre-requisites Unit 1 & 2 Music Performance.

UNIT 3: DESCRIPTION
In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. In this study research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic. Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic.

Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic. Through performance, students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice.

As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

OUTCOMES
• Investigation - demonstrate understanding of practices and issues that inform performance of works that are representative of a selected music style, tradition and/or genre relevant to the Investigation Topic.
• Composition/Improvisation/Arrangement - compose, improvise and/or arrange original music exercises and document and discuss music characteristics and performance practices relevant to the Investigation Topic.
• Performance - present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic.

Unit 3 School assessed coursework contributes 30% to the overall study score for Music Investigations.

UNIT 4: DESCRIPTION
In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

OUTCOMES
• Preparing a performer's statement - explain and justify their interpretative approach to performance of a program of works.
• Composition/Improvisation/Arrangement - compose, improvise and/or arrange original music exercises and document and discuss music characteristics and performance practices relevant to the Investigation Topic.
• Performance - demonstrate artistic intent and understanding in a cohesive and engaging performance of music works.

Unit 4 School assessed coursework contributes 20% to the overall study score for Music Investigations.

ASSESSMENT
For Units 3 & 4 Music Investigations will include school assessed coursework and an externally assessed performance examination at the end of the year, including a submission of the Performer's Statement prepared for outcome 1.

Contribution to final assessment (% to study score)
• School-assessed coursework for Unit 3: 30%
• School-assessed coursework for Unit 4: 30%
• End of year performance examination including submission of Performer's Statement: 50%
DRAMA

RATIONALE
The study of Drama focuses on the development of expressive skills and the development and performance of imagined characters. This is achieved through refining skills, techniques and processes that contribute to the creation and presentation of dramatic works.

This study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of social, political, cultural and historical contexts. Students develop an understanding of the language of drama including terminology appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

ENTRY
There are no prerequisites for entry to this subject.

UNIT 1: DRAMATIC STORYTELLING

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

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

This unit also involves analysis of a student's own performance and analysis of a performance by professional practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

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

- Use play-making techniques to devise solo and/or ensemble drama works based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop these performance works.
- Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
- Analyse the performance of work created and presented in Outcomes 1 & 2.
- Evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

UNIT 2: CREATING AUSTRALIAN DRAMA

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

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Students' knowledge of how dramatic elements are manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. The application of dramatic and stagecraft elements and the development of expressive skills to create and communicate dramatic form will be explored in the student's own work and in a professional performance work.

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

- Use a range of stimulus material to create a solo or ensemble performance work
- Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
- Analyse and evaluate the creation, development and performance of characters, as applied to the performance styles of the student's own work.
- Identify use of theatrical conventions, describe performance styles and analyse and evaluate how dramatic elements have been used in a drama performance.

ASSESSMENT
For Units 1 & 2 assessment tasks will include a selection of the following:

1. Ensemble performance
2. Written analysis of ensemble performance
3. Analysis of a professional performance
4. Solo performance
5. A written analysis of the solo performance

UNIT 3: ENSEMBLE PERFORMANCE

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

OUTCOMES
On completion of this unit students should be able to:
• Develop and present character/s within a non-naturalistic ensemble performance.
• Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.
• Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

UNIT 4: SOLO PERFORMANCE

DESCRIPTION
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

OUTCOMES
On completion of this unit students should be able to:
• Create, present, and evaluate a short solo performance.
• Create, develop and perform a character within a solo performance in response to a prescribed structure.
• Describe, analyse and evaluate the creation, development and presentation of a solo performance.

ASSESSMENT
For Units 3 & 4 assessment tasks will include school-assessed coursework, an external solo performance exam in October, and an external end-of-year written exam.

Contribution to final assessment (% to study score)
• School-assessed coursework for Unit 3: 30%
• School-assessed coursework for Unit 4: 10%
• Solo performance examination: 35%
• End of year written examination: 25%
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions.
RATIONALE
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions.

It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

UNIT 1: THE ROLE OF RELIGION IN SOCIETY YEAR 11

In this unit students explore the origins of religions and their role in the development of society, identifying their nature and purpose over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions and the Australian society in which they live.

AREA OF STUDY
1. The Nature and Purpose of Religion
   In this area of study students are introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving expression to spiritual experience. They identify the aspects common to religious traditions, explore the interrelation of these aspects generally and explain why these aspects are common to all religious traditions studied. They also explore how these aspects may vary between religious traditions.

2. Religion Through the Ages
   In this area of study students investigate how society and religion influence each other, and the roles of religion in society. They consider the factors that influence these roles and the effect that developments in society might have on religion.

3. Religion in Australia
   In this area of study students consider religion in Australia, past and present, and the influences on Australian religious composition, in particular from migration and secularisation. They explore how the communities and later institutions of these religious traditions perceived themselves and expressed their collective identity in Australia.

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

- Discuss the nature and purpose of religion and explain the aspects of religion
- Discuss the changing roles and influence of religion in society
- Discuss the presence of religion in Australia, past and present.

ASSESSMENT
1. Overview - annotated charts, flow charts
2. Biographical exercise - identification exercises, essay
3. Report
4. Essay

UNIT 2: RELIGION AND ETHICS YEAR 12

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral judgments in society.

AREAS OF STUDY
1. Ethical Decision-Making and Moral Judgment
   In this area of study students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist. Ethical decision-making involves the selection of methods which have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influences on practical moral judgment.

2. Religion and Ethics
   In this area of study students examine religious ethical perspectives and other influences on moral judgments of at least two religious traditions in societies where multiple worldviews coexist. They also explore the philosophical traditions which have contributed to each religion’s understanding of ethics.

3. Ethical Issues in Society
   In this area of study students build on the knowledge explored in Areas of Study 1 and 2. Focusing on two or more ethical issues, students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist.
OUTCOMES

On completion of this unit students should be able to:

• Recognise and explain different literary forms and analyse their role within a tradition.
• Apply basic methods to interpret the texts within their social and historical background.
• Discuss a range of understandings and interpretations of particular sacred texts.

UNIT 2: TEXTS IN SOCIETY

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles.

AREAS OF STUDY

1. Sacred texts in the past
2. Sacred texts today
3. Comparing religious traditions

OUTCOME 1

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

• Understand the origin and development of selected sacred texts.
• Understand how these texts affect the current tradition's understanding of its relationship to society today.
• Compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

ASSESSMENT

There will be a variety of learning activities and assessment tasks that will provide a range of ways in which students can demonstrate their knowledge and skills.

The assessment tasks and tests may include the following:

1. Essays
2. Short reports
3. Comparative tables
4. Short-answer questions.

UNIT 3: TEXTS AND THE EARLY TRADITION

Students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how Luke’s Gospel is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. The students become familiar with the nature of exegetical methods being used by scholars today.
AREAS OF STUDY

1. The Background of the Tradition
A sociocultural and historical study of a religious tradition. Examination of the origin and early development of the selected tradition, focusing on people, places and events, and social, cultural, religious and political conditions and institutions important to the development of the religious tradition.

OUTCOME 1
On completion of this unit the student should be able to identify and explain sociocultural and historical contexts that influenced the early development of the religious tradition.

2. Thematic and Literary Background to Luke’s Gospel

OUTCOME 2
On completion of this unit the student should be able to discuss major themes of Luke’s Gospel, and analyse literary structure and other aspects related to the writing of the Gospel.

3. Interpreting Texts
Students develop their understanding and application of at least two exegetical methods – sociocultural and literary criticism. In exegetical study, students analyse a text in the light of scholarship and their growing knowledge of the background to the text. This analysis then leads to a synthesis of ideas regarding the purpose, meaning and teachings of any particular text within its original setting.

OUTCOME 3
On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method.

ASSESSMENT
1. Short answer tests
2. Reports
3. Exegetical exercises

UNIT 4: TEXTS AND THEIR TEACHINGS
In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. The students study a significant idea, belief or theme contained in the Luke’s Gospel, and consider the interpretation of the text in the light of the idea, belief or theme.
VCE Biology provides for study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology.

Chemistry students examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry.

Physics is a natural science based on observations, experiments, measurements and mathematical analysis to find quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe.
RATIONALE

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

ENTRY

Year 10 students applying to study Units 1 & 2 Biology must attain an average grade of C or above for all Year 10 Science tests and semester examinations. Year 11 students applying to study Units 3 & 4 Biology must attain an average grade of C or above for all Year 11 Biology tests and semester examinations.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or Unit 2 may be required to undertake additional preparation prescribed by their teacher.

STRUCTURE

The study is made up of two units.

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

DESCRIPTION

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

AREA OF STUDY 1

How do organisms function?

OUTCOME 1

On completion of this unit students should be able to explain how cellular structures and systems function to sustain life.

AREA OF STUDY 2

How do living things stay alive?

OUTCOME 2

On completion of this unit students should be able to explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

AREA OF STUDY 3

Practical Investigation

OUTCOME 3

On completion of this unit students should be able to 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?

DESCRIPTION

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

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Areas of Study.

AREA OF STUDY 1
How does reproduction maintain the continuity of life?

OUTCOME 1
On completion of this unit students should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

AREA OF STUDY 2
How is inheritance explained?

OUTCOME 2
On completion of this unit students should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

AREA OF STUDY 3
Investigation of an issue

OUTCOME 3
On completion of this unit students should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

ASSESSMENT
Proceeds 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.
UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

DESCRIPTION
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

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.

AREA OF STUDY 1
How are species related?

OUTCOME 1
On completion of this unit students should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined and elaborate on the consequences of biological change in human evolution.

AREA OF STUDY 2
How do humans impact on biological processes?

OUTCOME 2
On completion of this unit students should be able to describe how tools and techniques can be used to manipulate DNA explain how biological knowledge is applied to biotechnical applications and analyse the interrelationship between scientific knowledge and its applications.

AREA OF STUDY 3
Practical Investigation

OUTCOME 3
Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT
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 the VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, 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.

Details of the assessment program are described in the sections on Units 3 and 4 in VCE study design.

Contribution to final assessment (% to study score)
• School-assessed Coursework for Unit 3:16%.
• School-assessed Coursework for Unit 4: 24%.
• End of year examination: 60%
CHEMISTRY

RATIONALE

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

ENTRY

Year 10 students applying to study Units 1 & 2 Chemistry must attain an average grade of C or above for all Year 10 Science tests and semester examinations. Year 11 students applying to study Units 3 & 4 Chemistry must attain an average grade of C or above for all Year 11 Chemistry tests and semester examinations.

It is not recommended to attempt Unit 3 and 4 Chemistry without having first completed Unit 1 and 2 Chemistry.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

DESCRIPTION

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

AREA OF STUDY 1
How can knowledge of elements explain the properties of matter?

OUTCOME 1
On completion of this unit students should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

AREA OF STUDY 2
How can the versatility of non-metals be explained?

OUTCOME 2
On completion of this unit students should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

AREA OF STUDY 3
Research Investigation

OUTCOME 3
On completion of this unit students should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

ASSESSMENT

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.
UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

DESCRIPTION
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

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

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

AREA OF STUDY 1
How do substances interact with water?

OUTCOME 1
On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

AREA OF STUDY 2
How do substances in water measured and analysed?

OUTCOME 2
On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

AREA OF STUDY 3
Practical Investigation

OUTCOME 3
On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

ASSESSMENT

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.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

DESCRIPTION
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

A student practical investigation related to energy and/or food is undertaken either in 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.

AREA OF STUDY 1
What are the options for energy production?

OUTCOME 1
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
AREA OF STUDY 2
How can the yield of a chemical product be optimized?

OUTCOME 2
On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORIZED, ANALYSED AND USED?

DESCRIPTION
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in 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.

AREA OF STUDY 1
How can the diversity of carbon compounds be explained and categorized?

OUTCOME 1
On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

AREA OF STUDY 2
What is the chemistry of food?

OUTCOME 2
On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

AREA OF STUDY 3
Practical Investigation

OUTCOME 3
On completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT
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 the VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, 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.

Details of the assessment program are described in the sections on Units 3 and 4 in VCE study design.

Contribution to final assessment (% to study score)
- School-assessed Coursework for Unit 3: 16%
- School-assessed Coursework for Unit 4: 24%
- End of year examination: 60%.
PHYSICS

RATIONALE

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuro science and sports science.

ENTRY

Year 10 students applying to study Units 1 & 2 Physics must attain an average grade of C or above for all Year 10 Science tests and semester examinations. Year 11 students applying to study Units 3 & 4 Physics must attain an average grade of C or above for all Year 11 Physics tests and semester examinations.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

STRUCTURE

The study is made up of four units:

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

DESCRIPTION

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

AREA OF STUDY 1

How can thermal effects be explained?

OUTCOME 1

On completion of this unit students should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

AREA OF STUDY 2

How do electric circuits work?

OUTCOME 2

On completion of this unit students should be able to apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

AREA OF STUDY 3

How is matter and how is it formed?

OUTCOME 3

On completion of this unit students should be able to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

ASSESSMENT

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.
UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

DESCRIPTION
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. One of twelve options will be chosen related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

AREA OF STUDY 1
How can motion be described and explained?

OUTCOME 1
On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

AREAS OF STUDY
Twelve options are available for selection in this area of study. Each option is based on a different observation of the physical world. Only one option will be selected.

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

AREA OF STUDY 3
Practical Investigation

OUTCOME 3
On completion of this unit students should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

ASSESSMENT
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.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

DESCRIPTION
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

AREA OF STUDY 1
How do things move without contact?

OUTCOME 1
On completion of this unit students should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
AREA OF STUDY 2
How are fields used to move electrical move?

OUTCOME 2
On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

AREA OF STUDY 3
How fast can things go?

OUTCOME 3
On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

DESCRIPTION
A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

AREAS OF STUDY 1
How can waves explain the behavior of light?

OUTCOME 1
On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

AREA OF STUDY 2
How are light and matter similar?

OUTCOME 2
On completion of this unit the student should be able to apply wave concepts to provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.

AREA OF STUDY 3
Practical Investigation.

OUTCOME 3
On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT
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 the VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, 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.

Details of the assessment program are described in the sections on Units 3 and 4 in VCE study design.

Contribution to final assessment (% to study score)
- School-assessed coursework for Unit 3: 21%
- School-assessed coursework for Unit 4: 19%
- End of year examination: 60%
VCE Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop their skill in food preparation.
FOOD STUDIES

RATIONALE

VCE Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop their skill in food preparation.

Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. VCE Food Studies challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

ENTRY

It is recommended that students should have participated in a Year 9 or 10 Food Studies subject prior to applying to study Units 1 & 2. Year 10 students applying to study this subject must have studied Focus on Food in Year 9 and must meet the VCE Acceleration requirements. Students should satisfactorily complete Units 1 & 2 before commencing the study of Units 3 & 4.

UNIT 1: FOOD ORIGINS

AREAS OF STUDY 1
Food around the world

DESCRIPTION

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in the food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptions of selected food from earlier cuisines.

OUTCOME 1

On completion of this unit students should be able to:
- Identify and explain major factors in the development of a globalised food supply
- Demonstrate adaptions of selected food from earlier cuisines through practical activities

UNIT 2: FOOD MARKERS

AREAS OF STUDY 1
Food Industries

DESCRIPTION

In this area of study students focus on the commercial production of food in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

Students apply an inquiry approach, with the emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.
OUTCOME 1
On completion of this unit students should be able to:

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

AREAS OF STUDY
2
Food in the Home

DESCRIPTION
In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

OUTCOME 2
On completion of this unit students should be able to:

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

ASSESSMENT
For Units 1 & 2 assessment tasks will include:

- A range of practical activities
- At least one task will be selected from the following:
  - Short written reports
  - An oral presentation
  - A practical demonstration
  - A video or podcast

ENTRY
Year 10 students applying to study this subject must meet the VCE Acceleration requirements.
Year 11 students seeking to study this subject face no prerequisites.

UNIT 3: FOOD IN DAILY LIFE

DESCRIPTION
In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals. Students also focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles in food shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. Students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

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

- Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
- Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.
UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

DESCRIPTION
Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways. Students also focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidence-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms of food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

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

- Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals
- Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines

ASSESSMENT
The range of Assessment tasks in Unit 3 and Unit 4 have been expanded to provide greater flexibility. The student's level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an externally set end-of-year examination.

Contribution to final assessment (% to study score)

- School-assessed Coursework for Unit 3: 30%
- School-assessed Coursework for Unit 4: 30%
- End of year examination: 40%
Certificate III in Screen and Media (Creative and Digital Media) is an accredited course that reflects the role of a skilled operator in the digital media industry who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge.
CERTIFICATE III IN SCREEN AND MEDIA

VET COURSES OFFERED AT ACADEMY:
CERTIFICATE III IN SCREEN AND MEDIA

RATIONALE
Certificate III in Screen and Media (Creative and Digital Media) is an accredited course that reflects the role of a skilled operator in the digital media industry who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. The eleven Units of Competence, consisting of three core units and eight elective units, constitute the course which is completed over two consecutive years.

Possible future career opportunities: Graphic Designer, Media Producer, Publisher, Editor, Screen Printer, Multimedia Developer, Games Developer, Webpage Designer.

UNIT 1 & 2 PROGRAM CONTENT
Students will learn a variety of software skills including Photoshop, Dreamweaver, Audacity and Animate. The course prepares students for the Multimedia and Media Industries. OH&S, design, creativity and workplace skills are emphasised throughout the course.

UNIT 3 & 4 PROGRAM CONTENT
At the 3 & 4 level of this program, students will be involved in designing and creating 2D digital animations, as well as writing content for a range of media. They will also author interactive sequences and create visual design components.

CONTRIBUTION TO VCE
- VCE: This program offers four units at the VCE. Two units are at the Unit 1 & 2 level and two units are at the 3 & 4 level.
- ENTER: Study score is available for this program

COURSE STRUCTURE: UNITS OF COMPETENCE
UNITS 1 & 2
NB The nominal hours for each unit indicate levels of demand and difficulty

COMPULSORY UNITS
BSBCRT301 Develop and extend critical and creative thinking skills 40
CUAIND301 Work effectively in the screen and media industries 50
BSBWHS201 Contribute to health and safety of self and others 20

NON CORE: Three non core chosen for a to a minimum of 80 hours
CUADIG303 Produce and prepare photo images 20
CUASOU304 Prepare audio assets 30
BSBDES201 Follow a design process 40

UNITS 3 & 4
CUANM301 Create 2D digital animations 35
CUAWRT301 Write content for a range of media 40
BSBDES302 Explore and apply the creative design process to 2D forms 50
CUADIG302 Author interactive sequences 40
CUADIG304 Create visual design components 30

Students are required to demonstrate competency in the units together with the following assessment tasks:
1. Poster using Adobe Photoshop
2. Animation using Adobe Flash
3. Website using Adobe Dreamweaver

Contribution to final assessment (% to study score)
- School-assessed Coursework: 66%
- End or year examination: 34%
  Comprises 3 sections:
  Multiple choice 22%
  Short answer 33%
  Practical 45%
Academy offers 3 distinct subject choices to students. They are: Art, Studio Art and Visual Communication Design. Art focuses on art history and student folios, with total freedom given to students in terms of the art forms and media used by the student. Studio Art focuses exclusively upon fashion and textiles and the role and functioning of the arts industry. Visual Communication Design focuses upon the three design fields, Communication, Industrial and Environmental. Whilst each subject is distinct in its approach, they are also complementary and students are able to study more than one subject. Whilst it is not uncommon for students to elect to study 2 Visual Arts subjects simultaneously, serious consideration should be given to students considering studying all 3 at once, due to the time demands of producing 3 folios. Students considering studying all 3 subjects simultaneously are strongly advised to discuss this with the College Careers’s counselor and Visual Arts Learning Leader prior to completing their subject selection, so that they can make an informed decision.
ARTWORKS, EXPERIENCE AND MEANING

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

AREAS OF STUDY

1. Artworks and meaning

In this area of study students are introduced to the Structural and the Personal Framework to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork using the Structural Framework can enhance their understanding and interpretation. They gain an understanding that art may reflect the artist’s interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks. The artists may be selected from a range of societies and cultures including artworks by Aboriginal and Torres Strait Islander artists.

2. Art making and meaning

In this area of study students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.

OUTCOMES

On completion of this unit students should be able to:

• Analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework
• Use the art process to create visual responses that demonstrate their personal interests and ideas
UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks. In the documentation of their own artwork, students select and use appropriate aspects of all the Analytical Frameworks.

AREAS OF STUDY

1. Contemporary artworks and culture

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

2. Art making and contemporary culture

In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language. Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.

OUTCOMES

On completion of this unit students should be able to:

- Discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.
- Use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues

UNIT 3: ARTWORKS, IDEAS AND VALUES

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks. In the documentation of their own artwork, students select and use appropriate aspects of all the Analytical Frameworks.
**AREAS OF STUDY**

1. **Interpreting Art**

   In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

   When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks.

2. **Investigation and Interpretation through art making**

   In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

**OUTCOMES**

On completion of this unit students should be able to:

- Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

- The art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

**UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS**

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

**AREAS OF STUDY**

1. **Discussing Art**

   In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

2. **Realisation and Resolution**

   In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.
OUTCOMES
On completion of this unit students should be able to:
• Examine and analyse an art idea and its related issues to inform their viewpoint.
• Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

ASSESSMENT
Levels of Achievement
UNITS 1 & 2: Individual school decision on levels of achievement.
UNITS 3 & 4: School-assessed Coursework, School-assessed Task, and an end-of-year examination

Contribution to final assessment (% to study score)
• School-assessed Coursework: 20%
• School-assessed Task: 50%
• End of year examination: 30%.
STUDIO ARTS

RATIONALE

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students’ understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

ENTRY

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

STRUCTURE

The study is made of four units

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. 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.

AREAS OF STUDY

1. Researching and Recording Ideas

In this area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

In their exploration, students may include diverse sources of inspiration, artistic influences, and reflections on personal experiences, observations, ideas and issues. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. Through a range of explorations they begin to understand and develop their visual language. Students progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

2. Studio Practice

In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. Students further develop their understanding of visual language. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

3. Interpreting Art Ideas and use of Materials & Techniques

In this area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are conceived, produced and exhibited. Students discuss the way artists have used materials and techniques, and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists’ work. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks. Students are encouraged to use visual materials when presenting their approach.
OUTCOMES
Outcomes define what students will know and be able to do as a result of undertaking the study.
Outcomes include a summary statement and the key knowledge and skills that underpin them.
Only the summary statements of the outcomes have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

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

• Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
• Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
• Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. 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.

AREAS OF STUDY

1. Exploration of Studio Practice and Development of Artworks

In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

In developing an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. Students respond to stimulus to generate ideas related to their context. They experiment with materials and techniques and apply them to a selected art form. They may use art elements and art principles to create particular aesthetic qualities relevant to their ideas and subject matter. Students learn to generate a range of potential directions in the studio practice around which an artwork can be developed.

Students analyse and evaluate these in a visual diary before the production of the artwork.

2. Ideas and Styles in Artworks

In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists’ ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists’ works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists’ moral rights. In analysing at least two artworks by each artist, students further develop appropriate art terminology and skills in researching and using a variety of references that may include visits to art galleries and museums, online resources, books, catalogues and periodicals. Students are encouraged to use visual material when presenting their approach.

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

• Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
• Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

UNIT 3: STUDIO PRACTICES AND PROCESSES

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. 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.

**AREAS OF STUDY**

1. **Exploration Proposal**

In this area of study students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is written before the start of the studio process, however, this proposal may be expanded upon during the early stages of the studio process. The exploration proposal is developed on an individual basis and sets out the student's creative responses to formulating the content and parameters of the studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the studio process. The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.

2. **Studio Process**

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form(s) through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities. Students explore, clarify and consolidate ideas they have discussed in their exploration proposal. The studio process is developed in sufficient breadth and depth to support students to produce a range of potential directions that will be progressively developed and evaluated.

Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4. Selected potential directions are considered and carefully evaluated to ensure the potential for the development of artworks. Students make selections based on the potential directions that most effectively communicate concepts, ideas and aesthetics, and which provide the scope to demonstrate the refinement of techniques and the application of materials appropriate to the communication of ideas.

Students further develop their understanding of key terminology associated with the art forms identified in their exploration proposal. Reflection, analysis and evaluation of experimental and developmental work are documented in written and visual annotations, providing clarification of ideas and working processes. Through these annotations students progressively record their thinking and working practices to support the development and realisation of their studio process.

3. **Artists and Studio Practices**

In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist. They consider the artists’ use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks.

Students compare the selected artists and artworks in different historical and cultural contexts. The artworks studied may have been made in the same historical period but in different cultural contexts. Students undertake research and apply appropriate terminology to studio practice and art making.

Through the study of recognised historical and contemporary artworks in a range of art forms, students develop analytical skills when investigating the artist’s
choice of subject matter, the communication of ideas, the
development of style, the use of materials and techniques,
the use of art elements and art principles and the ways in
which aesthetic qualities are created by the artist and
perceived by the audience.

OUTCOMES
On completion of this unit students should be able to:
• Prepare an exploration proposal that formulates the
  content and parameters of an individual studio process
  including a plan of how the proposal will be undertaken.
• Progressively present an individual studio process
  recorded in written and visual form that produces a
  range of potential directions, and reflects the concepts
  and ideas documented in the exploration proposal and
  work plan.
• Examine the practice of at least two artists, with
  reference to two artworks by each artist, referencing the
different historical and cultural context of each artwork

UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS
In 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 skillful 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

AREAS OF STUDY
1. Production and Presentation of Artworks
In this area of study students focus on the refinement and
presentation of artworks developed from the selected
potential directions identified in the individual studio
process in Unit 3. The development and refinement of
artworks is informed by the evaluation of potential
directions. In this area of study the presentation of
artworks demonstrates relationships between the artworks
that are interpreted through the aesthetics, themes,
conceptual possibilities and/or materials and techniques
discussed in the exploration proposal.

The artworks are created in selected art form/s, presented
in a manner appropriate to those art form/s, and reflect an
understanding of the art form/s and related materials and
techniques. Materials and techniques are refined and
applied, ideas and aesthetic qualities are resolved. The
student’s presentation of artworks is realised through the
ideas communicated in the exploration proposal.

Students present no fewer than two artworks, with
evaluated selected potential directions, including a plan
about how the artworks were developed. The two artworks
presented will be influenced by the nature, the scale and
the complexity of the work undertaken during an
appropriate allocation of time required at this level of
study. The presentation of at least two artworks will
demonstrate the cohesive relationships between the
artworks such as theme, ideas, subject matter, materials,
techniques and aesthetic qualities.

2. Evaluation
In this area of study students reflect on the selection of
potential directions that form the basis, development and
presentation of artworks. Students provide visual and
written documentation of the selected potential directions
that are the basis for the development of the artworks in
Unit 4, Area of Study 1. The documentation identifies any
development, refinement and production of artworks.

When the artworks have been completed, students
examine and reflect on the communication of ideas, the
use of materials and techniques, the demonstration of
aesthetic qualities and the relationships that have been
formed through the presentation of artworks. They may
explain any refocusing and provide visual support
materials that demonstrate the refinement of techniques
and processes employed in the artworks.

3. Art Industry Contexts
In this area of study students focus on the analysis of
artworks and the requirements and conditions of the
environments where artworks are displayed.

Students examine a variety of art exhibitions and review
the methods and considerations involved in the
preparation, presentation and conservation of artworks. As
part of this requirement, students visit at least two different
art exhibitions in their current year of study. Students
analyse how specific artworks are presented and
demonstrate their understanding of the artists’ and
curators’ consideration of how artworks are displayed
within the art exhibitions.

The conservation of artworks in an exhibition is the
concern of artists and the personnel associated with art
spaces where the artworks are placed. With reference to
specific artworks seen and studied, students develop an awareness and understanding of processes and considerations involved in the display of artworks to the public. Students research art exhibitions and compare the preparation, presentation, conservation and promotion of art in at least two different exhibition spaces. Students may select artworks exhibited in public art galleries and museums, commercial and private galleries, university art galleries, artist run spaces, alternative art spaces, outdoor spaces and online galleries.

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

• Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

• Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

• 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

ASSESSMENT
Satisfactory Completion: Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
UNITS 1 & 2: Individual school decision on levels of achievement.

UNITS 3 & 4: School-assessed Coursework, School-assessed Task, and an end-of-year examination.

Contribution to final assessment (% to study score)

• Unit 3 - School-assessed Coursework: 5%
• Unit 4 - School-assessed Coursework: 5%
• Unit 3 & 4 School-assessed Task: 60%
• End of year examination: 30%
Rationale

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

Entry

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

Structure

Unit 1: Introduction to Visual Communication Design
Unit 2: Applications of Visual Communication within Design Fields
Unit 3: Visual Communication Design Practices
Unit 4: Visual Communication Design Development, Evaluation and Presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. The Cross study specifications comprise study specific content applicable across Units 1 to 4. These specifications refer to definitions of visual communications, drawing methods and applications and the design process.

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

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

Unit 2: Applications of Visual Communication within Design Fields

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

Unit 3: Visual Communication Design Practices

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

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

UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief.

ASSESSMENT

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

Levels of Achievement

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

UNITS 3 & 4: The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Visual Communication Design Visual students’ level of achievement will be determined by School–assessed Coursework, a school–assessed Task and an end–of–year examination.

**Contribution to final assessment (% to study score)**

- School-assessed Coursework
  - Unit 3, outcomes 1 & 2 and Unit 4, outcome 3: 25%
- School-assessed Tasks (Folio)
  - Unit 3, Outcome 3 and Unit 4, outcomes 1 & 2: 40%
- End of year examination: 35%
VET THROUGH THE IMVC

VOCATIONAL EDUCATION AND TRAINING VET

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

ENTRY

There are no prerequisites for entry into Unit 1 & 2 VET courses

FEATURES OF VET

- It is a two year program combining general VCE and accredited vocational education and training.
- Enables students to complete a nationally recognized vocational qualification (e.g. Certificate II in Hospitality Operations) and the Victorian Certificate of Education (VCE).
- Allows a student to go directly into employment after school or pursue further training at TAFE
- Focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

VET courses at the Academy of Mary Immaculate are offered through the Inner Melbourne VET Cluster (IMVC) or directly through the College. Students who enrol in a VET course offered at the Academy of Mary Immaculate will undertake the course as part of the normal College timetable. Students who participate in VET courses conducted outside of the College (e.g. through the IMVC) will typically attend classes on a Wednesday afternoon from approximately 1.45 to 5.45pm at a local secondary college or TAFE Institution. Some VET courses will require workplace learning to be completed on a number of days during term holidays and/or on a number of nights over the year.

The Inner Melbourne VET Cluster (IMVC) offers a range of VET courses. For details on the VET courses available through the Inner Melbourne VET Cluster students are advised to collect an information booklet from Ms Lauren Sach.

Costs for the IMVC programs range from about $600 to $1200 over and above the normal school fees and cover all necessary IMVC fees and equipment costs. The cost for the College based VET is about $80. VET fees are paid by individual families, not the Academy of Mary Immaculate.

VET courses are incorporated into VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two year period (Year 11 and 12) a student will be able to complete her VCE Certificate course simultaneously.

Satisfactory completion of selected VCE units and the completion of Certificate Modules (topics) will contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Examples of vet courses available through the inner Melbourne vet cluster (IMVC)

- Animal Studies
- Dance
- Applied Fashion Design and Technology
- Equine Studies
- Automotive Vocational Preparation
- Hospitality and Kitchen Operations
- Building and Construction
- Music Industry
- Community Services
- Sport and Recreation

If you are interested in VET courses you must contact Ms Lauren Sach as promptly as possible.

Places in most VET programs are limited. To apply you will require a special IMVC application form available from the Careers Office.

For further information on courses available through the IMVC, visit www.imvc.com.au