

VCE Course Selection Handbook 2023



Department of Education and Training CRICOS
Provider Code: 00861K
VCE/VCE VM COURSE SELECTION 2023

Principal

John Roberts

Assistant Principals

Karen Boyle

Cameron Campbell

Jasvinder Kaur

Heads of School

Senior School

Kate Leamont

Middle School

Justin Bond

Contents

INTRODUCTION	6
THE VCE	6
REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE VCE	6
FLEXIBILITY WITHIN THE VCE	6
PLANNING A VCE PROGRAM	7
UNITS OFFERED AT EAST DONCASTER SECONDARY COLLEGE	8
VET Delivered to Secondary Students (VDSS) in the VCE	10
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - with VCE or VCE Vocational Major (VM)	12
VCE VM - Victorian Certificate Education Vocational Major	14
VCE VM Numeracy Units 3&4	15
Units 3 & 4	15
VCE VM Literacy Units 1-4	16
Unit 1 & 2	16
Unit 3 & 4	17
VCE VM Work Related Skills Units 1-4	18
Unit 1 & 2	18
Unit 3 & 4	19
VCE VM Personal Development Skills Units 1-4	20
Unit 1 & 2	20
Unit 3 & 4	21
VCE COURSE SELECTION	23
ACCOUNTING	24
Unit 1 & 2	24
Unit 3 & 4	25
APPLIED COMPUTING	26
Unit 1 & 2	26
Unit 3 & 4	26
Unit 3 & 4	27
VCE Politics Unit 1 -4	28
Australian & Global Politics Unit 1 & 2	28
Units 1 & 2	28
Australian Politics Units 3 & 4	31
Units 3 & 4	31
Global Politics Units 3 & 4	34
Units 3 & 4	34
BIOLOGY	36

Units 1 & 2	36
Units 3 & 4	38
BUSINESS MANAGEMENT	39
Unit 1 & 2	39
Unit 3 & 4	41
CHEMISTRY	42
Unit 1 & 2	42
Unit 3 & 4	44
CLASSICAL STUDIES	45
Unit 1 & 2	45
Unit 3 & 4	46
ECONOMICS	48
Unit 1 & 2	48
Unit 3 & 4	49
ENGLISH OVERVIEW	52
ENGLISH AS ADDITIONAL LANGUAGE (EAL)	52
ENGLISH / EAL	53
Unit 1 & 2	53
Unit 3 & 4	54
ENVIRONMENTAL SCIENCE	56
Unit 1 & 2	56
Unit 3 & 4	57
EXTENDED INVESTIGATION	59
Unit 3 & 4	59
FOOD STUDIES	61
Unit 1 & 2	61
Unit 3 & 4	62
GEOGRAPHY	64
Unit 1 & 2	64
Unit 3 & 4	65
HEALTH & HUMAN DEVELOPMENT	66
Unit 1 & 2	66
Unit 3 & 4	67
HISTORY	69
Unit 1 & 2: Modern History	69
Unit 3 & 4: Revolutions	70
LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – 1 ST LANGUAGE	71
Unit 1 & 2	71

Unit 3 & 4	72
LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – 2 nd LANGUAGE and CHINESE 2 nd LANGUAGE ADVANCED	74
Unit 1 & 2	74
Unit 3 & 4	76
LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – LANGUAGE, CULTURE AND SOCIETY	78
Unit 1 & 2	78
LANGUAGE OTHER THAN ENGLISH (LOTE): ITALIAN	80
Unit 1 & 2	80
Unit 3 & 4	82
LEGAL STUDIES	83
Unit 1 & 2	83
Unit 3 & 4	84
LITERATURE	85
Unit 1 & 2	85
Unit 3 & 4	86
VCE MATHEMATICS OVERVIEW	87
Frequently Asked Questions	89
GENERAL MATHEMATICS	90
Unit 1 & 2	90
Unit 3 & 4	91
MATHEMATICAL METHODS	93
Unit 1 & 2	93
Unit 3 & 4	93
SPECIALIST MATHEMATICS	95
Unit 1 & 2	95
Unit 3 & 4	96
MEDIA	97
Unit 1 & 2	97
Unit 3 & 4	98
MUSIC PERFORMANCE	100
Unit 1 & 2	100
Music: Repertoire Performance - Units 3 & 4	102
Music: Contemporary Performance - Units 3 & 4	104
OUTDOOR AND ENVIRONMENTAL STUDIES	105
Unit 1 & 2	105
Unit 3 & 4	107
PHYSICAL EDUCATION	109

Unit 1 & 2	109
Unit 3 & 4	110
PHYSICS	111
Unit 1 & 2	111
Unit 3 & 4	113
PRODUCT DESIGN AND TECHNOLOGY (WOOD, METAL AND PLASTICS)	114
Unit 1 & 2	115
Unit 3 & 4	116
PSYCHOLOGY	117
Units 1 & 2	117
Units 3 & 4	118
STUDIO ARTS – PHOTOGRAPHY OR MIXED MEDIA	120
Art Making and Exhibiting	120
Unit 1 & 2	120
Unit 3 & 4	122
SYSTEMS ENGINEERING	124
Unit 1 & 2	124
THEATRE STUDIES	125
Unit 1 & 2	125
Unit 3 & 4	126
VISUAL COMMUNICATION DESIGN	127
Unit 1 & 2	127
Unit 3 & 4	128
APPENDIX 1 – KEY TERMS	130
APPENDIX 2 – ASSESSMENT AND REPORTING	131
APPENDIX 3 – TERTIARY ENTRANCE REQUIREMENTS	133
APPENDIX 4 – TERTIARY ENTRANCE RANK	134
APPENDIX 5 – TERTIARY SELECTION	136

INTRODUCTION

The Victorian Certificate of Education is the culmination of students' secondary schooling, as well as providing a pathway to future options, be they tertiary education (University, TAFE or private providers), training or employment. The two years of study towards the VCE are demanding but also a time of challenge, enjoyment and fulfilment. Therefore students are encouraged to participate in the many activities available to them, including sport, music, SRC, College musical production, tertiary orientation and leadership programs.

A successful VCE begins with appropriate course selection. In selecting their VCE program, students must focus on their interests, skills and aspirations. A rigorous process, of which this Course Selection Handbook is the beginning, has been implemented to assist students.

An important component of a successful VCE is organisation and time management. All Year 10 students will participate in a VCE Orientation Program later in the year. This will be followed up with further time management sessions early in the following year.

Parents/Guardians please note that subject contributions may apply to electives. Extra-curricular activities associated with a subject are also offered on a user-pays basis. For further information please see <https://www2.education.vic.gov.au/pal/parent-payment/policy>.

Subject contributions are subject to annual review in Term 4 each year and will be communicated to parents via Compass towards the end of the year.

THE VCE

The Victorian Certificate of Education (VCE) is a two year course of study. At East Doncaster Secondary College students will be expected to enrol in **12 units** during their first year (i.e. Year 11) and **10 units** in their second year (i.e. Year 12). It is expected that students enrolling at this school will normally select a sequence of units in each study at each year level. For example, a pair of Units 1 and 2 in Year 11 and at Year 12, Units 3 and 4 must be taken as a sequence.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the development and regulation of the VCE. All students enrolling in the VCE are required to complete and sign an official Entry Form, indicating that they will abide by the Victorian Curriculum and Assessment Authority regulations and the rules relating to assessment and discipline detailed by the school. Students receive a VCE Handbook from the school outlining these regulations.

REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE VCE

In order for the VCE to be awarded, students must satisfactorily complete 16 units of study, including

- 3 units of an English
- 3 sequences of units at level 3 and 4, in addition to English

Satisfactory completion of a unit is based upon the achievement of all Outcomes in each study. Decisions as to whether the Outcomes have been satisfactorily completed are made by the school in accordance with the Victorian Curriculum and Assessment Authority regulations.

FLEXIBILITY WITHIN THE VCE

The College provides students with an opportunity to access a range of studies across levels 1 to 4 within certain guidelines. This benefits students with extremely high skills in particular studies. It also provides students with the ability to build diversity into courses at Years 10, 11 and 12 and the opportunity to obtain the best possible VCE results. Students in Year 10 have the opportunity to apply for selected VCE Units 1 & 2.

The College has established the following procedures and guidelines for those students who indicate an interest in undertaking 3/4 Units in Year 11.

Procedures

1. Students make subject selections and indicate an interest in undertaking Units 3/4 in Year 11.
2. Students are interviewed and counselled.
3. The suitability of the student's choice is assessed by the co-ordinators with advice from teaching staff.
4. The College identifies possibilities within timetabling arrangements.
5. Offers, subject to available places, are made to students and parental acknowledgement requested.

Guidelines

1. To be provided with a place in subjects at an alternative year level the student must be able to demonstrate:
 - a. very good work practices and appropriate subject knowledge or related skills
 - b. appropriate maturity and attitude to study

PLANNING A VCE PROGRAM

Students should give careful consideration to the selection of units, which will enable them to meet all the requirements of the VCE as well as the requirements of their anticipated future employment or tertiary studies. Students in Year 11 are advised to complete a preliminary selection of units for their second year of VCE studies using the pro forma provided. It should be noted that the units presented in this booklet are those which the school anticipates offering in 2023. The final list of units available will be dependent upon sufficient student numbers and the availability of staff.

For the following units offered at this College, it is recommended that students complete Units 1 & 2 prior to entry into unit 3: Chemistry, Theatre Studies and Music Performance. In the following units it is recommended that students complete unit 2 prior to entry into unit 3: Accounting, Biology, and Physics.

Students should consult the Careers teacher, Year Level Co-ordinators and the Victorian Tertiary Entrance Booklet (VICTER) to ascertain whether any units are prescribed as prerequisites for tertiary entry, or are recommended for entry into particular fields of work, traineeships, apprenticeships etc. The prerequisite units must be included in a student's VCE programme. The OZJAC computer database is available in all the College's computer labs as well as most public libraries.

When making decisions about VCE subject selections, students should consider their

- Interests
- Strengths in particular subject areas
- Possible career paths
- Anticipated courses in further education (e.g. university or TAFE).

To assist students the following examples provide an indication of units offered at East Doncaster Secondary College that should be considered in relation to some course areas.

Course areas	Some related VCE subjects to consider
Visual Arts, Technology	Studio Arts - Photography, Studio Arts – Art and Mixed Media, Visual Communication & Design, Product Design & Technology (wood, metal, plastics), Computing

Performing Arts	Theatre Studies, Music , Media
Arts, Humanities, Social Sciences	LOTE, Literature, Classical Studies, History, Geography, Health & Hum Development, Economics, Psychology, Extended Investigation, Australian and Global Politics
Administration, Business, Economics	Accounting, Business Management, Economics, Legal Studies, Computing
Engineering	Mathematics, Physics, Chemistry, Computing
Building, Planning	Visual Communication & Design, Physics, Mathematics, Computing, Geography
Earth Sciences	Biology, Geography, Physics, Chemistry, Environmental Science
Hospitality & Tourism	Hospitality – VET, Food & Technology, Health & Human Development, Geography, Accounting, Business Management, Psychology, Mathematics, LOTE, Computing, Economics, Legal Studies
Health	Chemistry, Mathematics, Physics, Biology, Health & Human Development, Physical Education, Psychology
Sciences	Physics, Chemistry, Biology, Mathematics, Psychology
Office Administration	Business Management, Legal Studies, Economics, Mathematics, Accounting
Computing & Information Technology	Information Technology - VET, Computing, Business Management, Economics, Legal Studies, Accounting, Mathematics.

UNITS OFFERED AT EAST DONCASTER SECONDARY COLLEGE

The following VCE and VET Units are offered at East Doncaster Secondary College, subject to sufficient students selecting specific units and the availability of staff.

Title of VCE Unit	1	2	3	4
Accounting	*	*	*	*
Applied Computing	*	*	*	*
Australian and Global Politics	*	*	*	*
Biology	*	*	*	*
Business Management	*	*	*	*

Chemistry	*	*	*	*
Classical Studies	*	*	*	*
Economics	*	*	*	*
English	*	*	*	*
English as Additional Language (EAL)	*	*	*	*
Environmental Science	*	*	*	*
Extended Investigation			*	*
Food Studies	*	*	*	*
General Mathematics	*	*	*	*
Geography	*	*	*	*
Health & Human Development	*	*	*	*
History – Revolutions			*	*
History - Twentieth Century	*	*		
Legal Studies	*	*	*	*
Literature	*	*	*	*
LOTE – Chinese 1 st Language	*	*	*	*
LOTE – Chinese 2 nd Language	*	*	*	*
LOTE – Chinese	*	*		
LOTE – Chinese Language Culture & Society	*	*		
LOTE – Italian	*	*	*	*
Mathematical Methods	*	*	*	*
Media	*	*	*	*
Music Performance	*	*	*	*
Outdoor and Environmental studies	*	*	*	*
Physical Education	*	*	*	*
Physics	*	*	*	*
Product Design and Technology (Wood, Metal) Plastics)	*	*	*	*
Psychology	*	*	*	*

Specialist Mathematics			*	*
Studio Arts – Photography or Mixed Media	*	*	*	*
Systems Engineering	*	*		
Theatre Studies	*	*	*	*
Visual Communication & Design	*	*	*	*

VET Delivered to Secondary Students (VDSS) in the VCE

Vocational Education and Training Delivered to Secondary Students (VDSS, formally known as “VETis”), allow students to gain a nationally recognised qualification as part of their VCE (1 of the 6 VCE subjects). Students are able to use VDSS courses to progress to UNIVERSITY, TAFE and employment or a combination of these and VDSS courses integrate seamlessly into many successful VCE pathways for students at EDSC.

As part of VCE, VDSS programs often contribute directly to a student’s ATAR as one of the top 4 studies or in some cases as block credit for their 5th or 6th subject. As with VCE subjects, the VDSS programs that count for their ATAR as a top 4 study and provide a 3/4 sequence will have an exam at the end of the 2nd year whereas block credit programs that count as the 5th or 6th may not have an exam at the end and will contribute as the 5th or 6th study in their ATAR calculation (10% of the lowest score from the top 4 and similar to how their 5th VCE subject would count).

The following are some of the VET studies that were available to East Doncaster Secondary College VCE students through the Mullum and Inner Melbourne VET clusters in 2022. Studies and costings will be revised for 2023. Tuition costs and Materials fees are paid for by the school. The majority of VDSS courses in which our students enrol are run on a Wednesday afternoon.

Students apply to enrol in courses and are usually accepted if places are available. Year 10 students are able to apply for entry into most Unit 1 and 2 VDSS courses.

Title of Certificate	Provider (Location)
Cert II & III in Acting (Screen)	The Australian College of Dramatic Arts Canterbury Girls Secondary College
Cert III in Allied Health Assistance	Box Hill Institute
Cert II in Animal Studies	Box Hill Institute
Cert II in Applied Fashion Design and Technology	Siena College / Box Hill Institute
Cert II in Automotive Studies (General) (Pre-Vocational)	Box Hill Institute
Cert III in Beauty Services	Box Hill Institute
Cert II in Building and Construction (Carpentry) Pre-Apprenticeship	Box Hill Institute
Cert III in Early Childhood Education	Box Hill Institute
Cert II in Business	Swinburne Senior Secondary College
Cert II in Civil Construction	Swinburne TAFE

Cert II in Community Services	Box Hill Institute
Cert II in Dance with partial completion of Cert III	Swinburne Senior Secondary
Cert II in Electrotechnology	Box Hill Institute
Cert II in Engineering	Ringwood Training
Cert II in Equine Studies	Box Hill Institute
Cert II in Landscaping	Swinburne TAFE Wantirna
Cert II in Salon Assistant (Hair)	Box Hill Institute
Cert III in Design Fundamentals	Box Hill Institute
Cert III Health Services Assistance	Box Hill Institute
Cert III in Interior Decoration	Box Hill Institute
Cert II in Kitchen Operations (Back of House)	Swinburne Senior Secondary College
Cert III In Information Technology	Ringwood Training
Cert III Laboratory Skills (Scaled Up)	Box Hill Institute
Cert II in Retail Make-up	Box Hill Institute
Cert III in Media	Swinburne Senior Secondary College
Cert III in Music	Scoresby Secondary College
Cert III in Music Industry (Technical Production)	Box Hill Institute
Cert III in Nail Technology & Cert II in Retail Make-up and Skin Care	1 to 1 Beauty Therapy Training / Box Hill Institute
Cert II in Plumbing Pre-Apprenticeship (Partial Completion)	Box Hill Institute
Cert III Sports & Recreation	Box Hill Institute
Cert III Technical Production/Music	Swinburne Senior Secondary College
Diploma of Aviation (Partial Completion)	Ashwood High School

Students interested in the VDSS courses offered by schools in the Mullum and IMVC Clusters should note that:

- Most courses will run on a Wednesday, please confirm any differences with our Careers Coordinator.
- The timetable at East Doncaster Secondary College will make provision for students to attend VDSS courses during Wednesday afternoons.
- VDSS courses may attract additional fees. Please ensure you are aware of these before selecting these courses.
- A Cluster Administration fee may be payable at the time of course confirmation (to be confirmed in term 4).
- Students are responsible for arranging travel to and from their VDSS course host locations.
- Separate brochures and a VDSS handbook are available in the Careers office if interested in a specific course.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - with VCE or VCE Vocational Major (VM)

East Doncaster Secondary College is pleased to offer exciting opportunities for students to undertake a School Based Apprenticeship or Traineeship (SBAT) in combination with VCE, or, the new VCE VM. This allows students to be immersed in an industry through real employment while they learn – motivating them to gain a deeper understanding of how their learning is relevant to them in the long term.

The College offers a flexible program to

- allow students to study at school to complete VCE VM or VCE subjects
- scheduling time for them to complete (or partially complete) a Cert II, III or IV (VET) Qualification at TAFE
- use the skills they learn in their VET at TAFE studies while being employed for between 1 and 3 days each week

Depending on the certificate and industry qualification, a School Based Traineeship can be completed over a 12 – 24 month period. This means that a student can finish school fully qualified (or partially for a trade) to work in their industry, or gain entry into higher qualifications. The credits they accumulate through TAFE and work are added to those completed at school (their school based subjects) to allow students to achieve their VCE or VCE VM certificate.

Apprenticeships are partially completed, because a full apprenticeship can take 3-4 years to complete. Students roll into full time apprenticeships upon completing their VCE or **VCE VM** certificate at school, generally having completed the 1st year component of the course.

SBAT students are supported by Education Department programs to monitor their progress at TAFE and in the workplace. This information is shared back with the College for inclusion on VASS.

SBAT Industries available	
• Note: Industries available are subject to change. This is not an exhaustive list.	
Health and Community Services	
Cert III Aged Care	Traineeship
Cert III Allied Health Assistant	Traineeship
Cert III Aquatic and Community Recreation	Traineeship
Cert III Community Pharmacy	Traineeship
Cert III Community Services	Traineeship
Cert III Dental Assisting	Traineeship
Cert III Disability Services	Traineeship
Cert III Early Childhood Education and Care	Traineeship
Cert III Educational Support	Traineeship
Cert III Health Services Assistance	Traineeship
Business Services	
Cert III in Business	Traineeship
Cert III IT Technical Assistance	Traineeship
Cert IV IT Technology Networking	Traineeship
Cert III Telecommunications Technology	Traineeship
Cert II Warehousing	Traineeship
Service Industry	
Cert III Baking (Pastry Chef)	Apprenticeship
Cert III Beauty Services	Traineeship
Cert III Commercial Cookery (Chef)	Apprenticeship
Cert III Companion Animal Services	Traineeship
Cert III Floristry	Apprenticeship

Cert III Hairdressing	Apprenticeship
Cert III Hospitality	Traineeship
Engineering Industry	
Cert III Civil Construction	Apprenticeship
Cert III Engineering - Metal Fabrication Trade (Boilermaker)	Apprenticeship
Cert III Engineering – Mechanical Trade (Fitter and Turner)	Apprenticeship
Cert III Marine Craft Construction	Apprenticeship
Primary Industry	
Cert III Arboriculture	Traineeship
Cert III Agriculture	Traineeship
Cert III Horticulture	Traineeship
Cert III Landscaping	Apprenticeship
Cert III Production Horticulture	Apprenticeship
Cert III Production Nursery	Apprenticeship
Automotive	
Cert III Automotive Body Repair	Apprenticeship
Cert III Automotive Refinishing	Apprenticeship
Cert III Diesel Mechanic	Apprenticeship
Cert III Light Vehicle Mechanical Technology	Apprenticeship
Cert III Heavy Commercial Vehicle Mechanical Technology	Apprenticeship
Construction	
Cert III Bricklaying and Block laying	Apprenticeship
Cert III Cabinetmaking	Apprenticeship
Cert III Carpentry	Apprenticeship
Cert III Civil Construction	Apprenticeship
Cert III Electro-Technology (Electrician)	Apprenticeship
Cert III Furniture Production	Apprenticeship
Cert III Glazing	Apprenticeship
Cert III Joinery	Apprenticeship
Cert III Refrigeration	Apprenticeship
Cert III Painting and Decorating	Apprenticeship
Cert III Plumbing	Apprenticeship
Cert III Wall and Ceiling Lining	Apprenticeship
Cert III Wall and Floor Tiling	Apprenticeship

Note: other industries may be available if the student has employment in an eligible industry area.

Selection for SBAT programs

Students must apply to come into the VCE SBAT, VCE VM SBAT, and standard VCE VM programs.

An SBAT commences from the start of the Year 11 or 12, depending on industry and other factors. These are discussed in detail, along with fees, school based requirements and employment, at our information evening. **It is very important that families attend this session.** During course counselling interviews, families are urged to discuss the SBAT option with their counselling staff member. Students may also be asked to elect a full VCE subject preference list in case they aren't able to start an SBAT or VCE VM at the beginning of Year 11 or 12.

A selection process has been designed to ensure students and their families understand the requirements of the course. After an interview, the College nominates the program option (VCE SBAT, VCE VM SBAT, standard VCE VM) that best suits the student's abilities and attributes, and the requirements of the industry. HeadStart will further interview SBAT candidates and determine whether the student is a suitable candidate for employment.

A requirement of both SBAT programs is completion of work experience in their area of interest.

An SBAT is not the “easy option” for students who don't want to commit to a standard VCE.

The criteria used by the College to assess the suitability of the student to complete an SBAT in their industry of choice includes;

- commitment to completing the traineeship or apprenticeship
- ability and willingness to complete school based subjects, both in terms of academic ability and time management
- ability to complete the TAFE workload
- consistently high attitude and effort grades in reports
- ability to work safely
- demonstrated ability to follow directions
- social aptitude to thrive in an adult learning and working environment
- maturity, teamwork and resilience
- ability to travel independently to TAFE and work

For further information, please contact Kelly Kingham at the College.

VCE VM - Victorian Certificate Education Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The VCE Vocational Major is offered with an SBAT, or without. Where students do not undertake an SBAT, they will be enrolled into a VET Delivered to Secondary Students (VDSS) program, and be required to undertake official work experience for one day per week throughout the year.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Structure of the Certificate

As per a standard VCE, a VCE VM requires students to complete four Unit 3-4 sequences, and a minimum of 16 units in total. Within their program, students must also complete and pass:

- Units 3 and 4 of VCE VM Literacy
- at least 2 units of VCE VM Work Related Skills (WRS)
- at least 2 units of VCE VM Personal Development Skills (PDS)
- at least 2 units of Numeracy
- at least 2 units (180 nominal hours) of VET

Note that this structure is more prescriptive than a standard VCE. Students undertaking VCE VM must complete all of the prescribed subjects. In our timetable, there is no capacity to select additional or alternative VCE units.

The four school-based subjects are:

VCE VM Numeracy (Units 3 and 4) - delivered across Year 11 and 12

VCE VM Literacy (Units 1-4)

VCE VM Work Related Skills (Units 1-4)

VCE VM Personal Development Skills (Units 1-4)

The additional units required to meet completion requirements are gained by students completing VET courses at external providers. These qualifications are generally at the Cert III level.

VCE VM Numeracy Units 3&4

Units 3 and 4 will be delivered across Years 11 and 12 - with Units 1 and 2 available for eligible students in Year 10. If a student transfers into VCE VM after completing Year 11, they must have complete a unit of any maths in their Year 11 studies to be eligible for VCE VM at the end of Year 12.

Units 3 & 4

Nature of the Study

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies

Unit 3 - delivered in Year 11

Students will use areas of study to investigate prescribed contexts

- Context 1: Personal Numeracy - Area of Study: Number + Systematics
- Context 2: Health Numeracy - Area of Study: Relationships + Data
- Context 3: Recreational Numeracy - Area of Study: Uncertainty + Quantity and Measures

Outcomes

1. Numeracy in contexts
2. Problem Solving Cycle
3. Mathematical Toolkit

Unit 4 - delivered in year 12

Students will use areas of study to investigate prescribed contexts

- Context 1: Civic Numeracy - Area of Study: Dimension and Direction + Data
- Context 2: Financial Numeracy - Area of Study: Systematics
- Context 3: Vocational Numeracy - Area of Study: Shape + Data

Outcomes

4. Numeracy in contexts
5. Problem Solving Cycle
6. Mathematical Toolkit

Assessment

Students must demonstrate achievement in all learning outcomes to be credited with this unit. The nature of the delivery and assessment will mostly be project based. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

VCE VM Literacy Units 1-4

Nature of the Study

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1 & 2

Unit 1: Texts

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information

Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

Outcomes

On completion of this unit students should be able to:

1. demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses
2. apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Assessment

Assessment tasks for this unit can include:

- written pieces in different styles
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- written responses

Unit 2: Issues

Students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings

Areas of Study

- Understanding issues and voices
- Responding to opinions

Outcomes

On completion of this unit students should be able to:

1. explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning
2. interpret the values and opinions of others and present in oral form points of view supported by evidence

Assessment

Assessment tasks for this unit can include:

- case studies
- reports
- debates
- digital presentations
- comparison of two pieces/arguments

Unit 3 & 4

Unit 3: Informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. They will focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups.

Areas of study

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts

Outcomes

On completion of this unit students should be able to:

1. to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents
2. read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with

Unit 4: Advocacy

Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. They will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning

Areas of Study

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Outcomes

On completion of this unit students should be able to:

1. illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group
2. negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning

Assessment

Assessment

Assessment tasks for this unit can include:

- written pieces in different styles
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- case studies
- reports
- digital presentations
- comparison of two pieces/arguments

VCE VM Work Related Skills Units 1-4

Nature of the Study

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Unit 1 & 2

Unit 1: *Careers and learning for the future*

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings

Areas of Study

- Future careers
- Presentation of education and career goals

Outcomes

On completion of this unit students should be able to:

1. identify and discuss likely employment growth areas using credible data and

Unit 2: *Workplace skills and capacities*

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills

Areas of Study

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

Outcomes

On completion of this unit students should be able to:

1. identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice
2. investigate the role of ongoing education, training and development for essential and specialist skills, and

apply findings to develop strategies to improve future career prospects

2. forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

Assessment

Assessment tasks for this unit can include:

- record of data analysis
- research task
- presentation of skills and knowledge
- case studies
- video, oral or video presentation with digital media

how these skills can be applied across different jobs and industries.

Assessment

Assessment tasks for this unit can include:

- skills audit
- mock interview
- skills and training plan
- interview/reflection on content of speaker/presenter
- cover letters
- digital presentations
- case studies

Unit 3 & 4

Unit 3: Industrial relations, workplace environment and practice

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

Areas of study

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Outcomes

On completion of this unit students should be able to:

1. analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment
2. outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual

Unit 4: Portfolio preparation and presentation

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Areas of Study

- Portfolio development
- Portfolio presentation

Outcomes

On completion of this unit students should be able to:

1. analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education
2. communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future

<p>harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow</p> <p>3. apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams</p>	<p>enhancement relevant to employment or study</p>
<p>Assessment</p> <p>Assessment</p> <p>Assessment tasks for this unit can include:</p> <ul style="list-style-type: none"> • written pieces in different styles • participation in, and notes for, debates • annotations on texts • reports or explanatory texts • video, podcast or oral presentation using digital media • case studies • reports • digital presentations • comparison of two pieces/arguments 	

VCE VM Personal Development Skills Units 1-4

Nature of the Study

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community

Unit 1 & 2

<p>Unit 1: Healthy individuals</p> <p>This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> • Personal identity and emotional intelligence • Community health and wellbeing • Promoting a healthy life 	<p>Unit 2: Connecting with community</p> <p>This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> • What is community? • Community cohesion • Engaging and supporting community <p>Outcomes</p>
---	--

Outcomes

On completion of this unit students should be able to:

1. explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity
2. explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities
3. analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity

Assessment

Assessment tasks for this unit can include:

- critiques and evaluations
- record of consultations
- research task
- presentation of skills and knowledge
- case studies
- video, oral or video presentation with digital media

On completion of this unit students should be able to:

1. describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity
2. examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion
3. discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment

Assessment tasks for this unit can include:

- visual presentations
- oral/video presentation
- record of survey results
- record of discussion or debate
- interview/reflection on content of speaker/presenter
- digital presentations
- case studies

Unit 3 & 4

Unit 3: Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual

Unit 4: Community Project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

contribution as well as the overall effectiveness of the team.

Areas of study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

Outcomes

On completion of this unit students should be able to:

1. apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills
2. describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and demonstrate apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
3. describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Outcomes

On completion of this unit students should be able to:

1. investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern
2. use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue
3. evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment

Assessment

Assessment tasks for this unit can include:

- evaluations and critiques
- participation in, and notes for, debates
- annotations on texts
- reports or explanatory texts
- video, podcast or oral presentation using digital media
- case studies
- reports
- digital presentations
- comparison of two pieces/arguments

VCE COURSE SELECTION

Unit 1 Studies	English or EAL						Year 11	Semester 1	
Unit 2 Studies	English or EAL							Semester 2	
Unit 3 Studies	English or EAL						Year 12	Semester 1	
Unit 4 Studies	English or EAL							Semester 2	
	↑	↑	↑	↑	↑	↑			
	Compulsory Units	Subjects desired from the units offered, based on desired program, anticipated further study and future career paths.							

Students will complete the Course Selection application provided to them.

ACCOUNTING

Unit 1 & 2

Nature of the Study

This study focuses on financial recording, reporting and decision making processes of a sole proprietor. Students will study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communication technology (ICT).

Students apply critical thinking skills to a range of a business situation to model alternative outcomes and to provide accounting advice to business owners.

In business decision making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Is this for you?

Are you good at analysing and interpreting data? Are you very careful and neat in setting out your work? Do you like solving problems? Would you like making decisions for a business? Do you enjoy using computers? Are you able to apply theory to practical application and vice versa.

<p>Unit 1: <i>Role of Accounting in Business</i></p> <p>This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.</p> <p>Areas of Study</p> <ul style="list-style-type: none">● The role of accounting● Recording financial data and reporting accounting information for a service business <p>Outcomes</p> <p>On completion of this unit, students should be able to:</p> <ol style="list-style-type: none">1. 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.2. Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance. <p>Assessment</p> <p>Assessment tasks for this unit will be selected from the following:</p> <ul style="list-style-type: none">● folio of exercises (manual and ICT based)● structured questions (manual methods and ICT)	<p>Unit 2: <i>Accounting and decision-making for a Trading Business</i></p> <p>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.</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Accounting for inventory● Accounting for and managing accounts receivable and accounts payable● Accounting for and managing non-current assets <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. 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.2. Record and report transactions relation to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas
--	---

<ul style="list-style-type: none"> ● an assignment including use of the ICT ● a case study including use of ICT ● a classroom presentation including use of ICT ● a feasibility investigation of a business venture including use of ICT 	<p>3. Develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset.</p> <p>Assessment Assessment tasks for this unit will be selected from the following:</p> <ul style="list-style-type: none"> ● A folio of exercises utilising manual methods and ICT ● Structured questions utilising manual methods of ICT ● An assignment including use of ICT ● A case study including use of ICT ● A classroom presentation, role-play or debate ● A report utilising ICT
--	--

Unit 3 & 4

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.

Areas of study

- Recording and analysing financial data
- Preparing and interpreting accounting reports

Outcomes

On completion of this unit students should be able to:

1. 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.
2. Demonstrate their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business.

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

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

Areas of study

- Extension of recording and reporting
- Budgeting and decision-making

Outcomes

On completion of this unit students should be able to:

1. 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.
2. 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.

Assessment

Unit 3

School-assessed coursework (25%)

Outcomes 1 and 2. At least one third of the internal assessment must be allocated to assessment that uses ICT application/s.

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2. At least one third of the internal assessment must be allocated to assessment that uses ICT application/s.

End-of-year written examination (50%)

Students will complete the examination using a structured answer booklet. The questions will relate to all outcomes in all areas of study in Units 3 and 4.

APPLIED COMPUTING

Nature of the Study

Employing a structured approach to problem solving, incorporating computational, design and systems thinking, students are introduced to the technical and societal implications of digital systems and the skills required to be successful in that arena.

Unit 1 & 2

Unit 1: Applied Computing

Areas of Study

- Data Analysis
- Programming

Unit One focusses on DATA: collecting, manipulating, analysis patterns and relationships represented by digital visualization, and, PROGRAMMING: the design, development and evaluation of a working software solution using a programming language.

Outcomes

Unit 1 Outcome 1: Data Visualizations
Unit 1 Outcome 2: Project Management

Assessment

Tasks for this unit may include:

- Tests
- Written reports
- Digital Submissions

Unit 2: Applied Computing

Areas of Study

- Innovative Solutions
- Network Security

Unit Two focusses on creating INNOVATIVE SOLUTIONS through collaboration: students analyse, design, develop and evaluate their solution to a real-time need. Unit 2 concludes with a student study of the vulnerabilities of a NETWORK SECURITY program and propose solutions to data and user securities.

Outcomes

Unit 2 Outcome 1: Software Solutions
Unit 2 Outcome 2: Network Security

Assessment

Tasks for this unit may include:

- Tests
- Written reports
- Digital submissions

Unit 3 & 4

Unit 3: Software Development

Areas of Study

Unit 4: Software Development

Areas of Study

- Programming Practice
- Analysis and Design

Unit Three focuses on SOFTWARE MODULES: the student's use of a programming language in the Module PROJECT MANAGEMENT, and to analyse and design a working module.

Outcomes:

Unit 3 Outcome 1: Process Programming
 Unit 3 Outcome 2: Software Requirements & Specifications

Outcome Assessment

Students create personal projects from self-selected real-time topics of interest. These topics will be used to demonstrate all areas of study relevant to Software Development Areas of Study.

- Software Solutions
- Interactions and Impact

Unit Four focuses on module DEVELOPMENT & DESIGN: of both their module and the project management system, and the SOFTWARE SECURITY strategies they use.

Outcomes:

Unit 4 Outcome 1: Project Management
 Unit 4 Outcome 2: Organizational Security Strategies.

Outcome Assessment

Students create personal projects from self-selected real-time topics of interest. These topics will be used to demonstrate all areas of study relevant to Software Development Areas of Study.

Unit 3 & 4

Unit 3: Data Analytics

Areas of Study

- Data Analytics
- Analysis and Design

Unit Three focuses on ISSUE IDENTIFICATION & SOLUTIONS: students apply the Problem-Solving Methodology (PSM) to identify and extract data and to develop an understanding of the analysis, design and development of a solution.

Outcomes

Unit 3 Outcome 1: Process Identification & Analysis
 Unit 3 Outcome 2: Data Acquisition & Manipulation

Outcome Assessment

Students create personal projects from self-selected real-time topics of interest. Their work will culminate in the creation of a dynamic data visualization. These topics will be used to demonstrate all areas of study relevant to Data Analytics Areas of Study.

Unit 4: Data Analytics

Areas of Study

- Development and Evaluation
- Cybersecurity

Unit Four focuses on DATA: developing, evaluating and then processing it to create infographics or dynamic data visualisations. Lastly, students examine appropriate strategies for securing their data.

Outcomes

Unit 4 Outcome 1: Dynamic Data Visualizations
 Unit 4 Outcome 2: Data Security Strategies

Outcome Assessment

Students create personal projects from self-selected real-time topics of interest. Their work will culminate in the creation of a dynamic data visualization. These topics will be used to demonstrate all areas of study relevant to Data Analytics Areas of Study.

Assessment

10% - School assessed coursework Unit 3 Outcome 1

30% - School assessed task Unit 3 Outcome 2 & Unit 4 Outcome 1

10% - School assessed coursework Unit 4 Outcome 2

50% - End-of-year written examination

VCE Politics Unit 1 -4

Australian & Global Politics Unit 1 & 2

Units 1 & 2

Nature of the Study

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases student awareness of the nature of power and the influence it can have. It allows students to become informed observers of, and active participants in, the Australian political system. As students begin to think critically, they recognise that democratic principles although ideal, can be difficult to achieve in practice.

Global politics is the study of the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at tertiary level or in vocational education and training settings. It can also lead to opportunities in a range of careers, including academia, management and government, occupations in corporate and private enterprises, journalism, education, law, research and of course politics.

Above all, the study of Australian and Global Politics will enable students to:

- Understand and apply fundamental political concepts
- Understand the nature of contemporary politics and power in national and global contexts
- Examine the characteristics and features of Australian democracy
- Analyse factors that shape the formulation and implementation of domestic and foreign policy

Unit 1: Ideas, actors and power	Unit 2: Global Connections
Outcomes	Outcomes

Areas of Study 1

Power and ideas

Students will identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Key knowledge

- key terms and concepts: *liberal democracy, representative democracy, constitutional monarchy, socialism, fascism, authoritarianism, theocracy, ideology, political power, authority, legitimacy, federalism, separation of powers and representative government*
- the political spectrum and associated labels such as left, right, conservative, moderate, progressive, radical, liberal and reactionary
- ideas which shape political systems: liberal democracy, socialism, fascism, authoritarianism, and theocracy
- the characteristics of liberalism in relation to individual rights and freedoms and constitutionalism in relation to limiting the power of government
- the characteristics of Australian democracy: – *a written constitution – an appointed head of state – a federal form of government – the Westminster parliamentary system of responsible government – compulsory participation in the electoral process and regular elections – dominance of major parties*
- a case study of a non-democratic political system such as Cuba, China, North Korea, Iran including: – *the context of the political system – the values which underpin the political system – the structures and powers of government – participation of citizens in determining who governs – the protection of individual rights and freedoms and the accountability of government to its citizens*

Area of Study 2

Political actors and power

Students will explain and analyse the roles and functions of political parties, interest groups and the media and their influence in participation in Australian Politics.

Key knowledge

- key terms and concepts: *political parties, interest groups, traditional media, social media, new media, 24-hour news cycle*
- the roles and functions of political parties: –

Areas of Study 1

Global links

Students will identify and analyse the social, political and economic interconnectedness created by globalisation and evaluate Australia's participation in the global community.

Key knowledge

- the key terms: *state, citizenship, globalisation, environmentalism, power, multilateralism, global community*
- the political impact of globalisation, such as global political movements, and the potential for these to transcend national borders
- the social impact of globalisation, such as its effect on global communication, networking and international travel
- the economic impact of globalisation, such as the increasing power of TNCs and their effects on global commerce, trade and investment
- the impact of global interconnectedness on human rights, culture and the environment
- the key features of the theories of realism and cosmopolitanism, focusing on the debate around the concept of states' obligations to the global community
- the extent to which Australia has cooperated with or opposed the global community in at least one of the following areas: environment, terrorism, people movement, free/fair trade, international law, aid

Area of Study 2

Global cooperation and conflict

Students will be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Key knowledge

- the key terms: *global community, national interest, multilateralism, unilateralism, realism, cosmopolitanism, global actors, non-state actors, instability, global cooperation, crisis diplomacy*
- case studies of cooperation and conflict: – *the nature of the global issue – key global actors and their roles in relation to international cooperation and conflict –*

presenting ideas and policies – representing sections of society Unit 1: Ideas, actors and power - contesting elections – forming of government – influencing government policies – providing opportunities for citizen participation

- the roles and functions of at least two political parties in Australia such as the Australian Labor Party, the Liberal Party, the Nationals and the Australian Greens
- the decline in support for major parties and the emergence of minor parties
- the roles and functions of interest groups: – advancing ideas and policies – source of expert information and education about specific issues – seeking to influence government decisions – international networks and influences – engaging with the public to build support and membership – opportunities for citizen participation
- differences between interest groups and political parties
- the roles and functions of at least two interest groups in Australia, one of which should have international links, such as Amnesty International, the Red Cross and Greenpeace
- the roles and functions of the media in a liberal democracy: – *the media as a source of political information, both reporting on and interpreting Australian politics – the impact of media types (traditional, social and new) on reporting and interpreting Australian politics – the media as a form of political participation and opportunities for citizen participation – the differences and similarities between traditional, new and social media in relation to coverage of political issues – the impact of the 24-hour news cycle on reporting and interpretation of Australian politics*
- the roles and functions of the media in the reporting of a contemporary political issue in Australia

Assessment

Possible Assessment tasks for this unit include:

- Short answer questions
- Extended response questions
- An essay
- A case study
- A research report
- A power point or interactive presentation
- A social media campaign
- A wiki or blog
- Oral presentation such as a podcast or a video.

responses of global actors – effectiveness of responses – challenges to effective resolution of issues

- at least one case study of contemporary international cooperation from: – *the environment – animal welfare and biodiversity – health – people movement – disarmament – international crime – human rights – action and aid relating to natural and/or human made disasters*
- at least one case study drawn from the following types of international conflict: – *border disputes – war – separatism – terrorism – human rights – people movement*

Assessment

Possible Assessment tasks for this unit include :

- Short answer questions
- Extended response questions
- An essay
- A case study
- A research report
- A power point or interactive presentation
- A social media campaign
- A wiki or blog

Oral presentation such as a podcast or a video

Nature of the Study

VCE Australian Politics introduces students to the core principles and operation of the Australian political system. It focuses on the values and principles that underpin the Australian political system and introduces the key elements of liberal democracy and representative government, exploring how they operate in theory and practice. The course evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 3: Evaluating Australian Democracy

On completion of this Unit, students should be able to explain the key values and principles of the Australian political system and evaluate the system's democratic strengths and weaknesses. Students should also be able to analyse the key features of the political system of the United States of America and critically compare the political systems of Australia and of the United States of America in terms of the extent to which democratic values and principles are upheld

Outcomes

Areas of Study 1 Australian Democracy

Key knowledge

- key terms and concepts relating to Australian democracy: *liberal democracy, representative democracy, constitutional monarchy, responsible government, representative government, separation of powers, the Constitution, executive, legislature, judiciary, federalism, rule of law, franchise, prime minister, Cabinet*
- the key principles and values that underpin a liberal democracy: – protection of democratic rights and freedoms – participation of citizens in the political process – popular sovereignty, majority rule and respect for minorities, representation of citizens – accountability of government – the rule of law
- the key features of the Australian political system in practice: – *key Westminster values and principles – the separation of powers: executive, legislature, judiciary – federal system of*

Unit 4: Australian Public Policy

On completion of this Unit, students should be able to explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes and critically evaluate a selected contemporary domestic policy issue. Students should be able to analyse the nature, objectives and instruments of contemporary Australian foreign policy, and evaluate TWO key selected challenges facing Australian foreign policy.

Outcomes

Areas of Study 1 Domestic Policy

Key knowledge

- key terms and concepts: *executive, Cabinet, ministry, the public service, interest groups, policy platforms, mandate*
- the role of government institutions in public policy formulation and implementation: – *the executive, the prime minister, the Cabinet and the ministry – the public service – the Commonwealth Parliament – the judiciary*
- the role and significance of ministerial advisers
- the significance of elections and electoral mandate
- the contribution of the Opposition, minor political parties and independents in public policy formulation
- elements outside the formal institutions of government that influence public policy: international influences, opinion polls, the media and interest groups

<p><i>government – the Constitution and the role of the governor-general – the role of prime minister and Cabinet</i></p> <ul style="list-style-type: none"> • the protection of democratic rights and freedoms in Australia: – <i>the effectiveness of the Australian Constitution in protecting rights (without a formal Bill of Rights); express rights and implied rights – the role of the High Court and of judicial independence on rights and freedoms</i> • the operation of the Australian electoral system: – <i>the role and functions of the Australian Electoral Commission (AEC) – the arguments for and against compulsory voting – the functions of elections – the aims and effectiveness of preferential voting – the aims and effectiveness of proportional representation – the impact of voting systems on the composition of parliament – consistency with the values of political equality (one person one vote, one vote one value) – the impact of party pre-selection, electoral funding, political donations, political advertising and campaign techniques – the democratic strengths and weaknesses of the Australian electoral system</i> • the operation of the Commonwealth Parliament: – <i>the functions of the parliament; formation of government; representation of the electorate; law-making; accountability including question time and parliamentary committees, Individual Ministerial Responsibility (IMR) and Collective Ministerial Responsibility (CMR) – the role and impact of political parties in parliament – the role of the executive in parliament – the significance of party discipline – the key positions within parliament: the role of the opposition, the party whips, back-benchers, crossbenchers, minor parties, independents, the Speaker of the House and President of the Senate – the democratic strengths and weaknesses of the Commonwealth Parliament</i> <p>Area of Study 2 Comparing Democracies: Australia and the United States of America</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • key terms and concepts relating to American democracy: <i>liberal democracy, separation of powers, checks and balances, the American Constitution, executive, legislature, judiciary, federalism, rule of law, Bill of Rights, primaries, caucuses, the Electoral College, party</i> 	<ul style="list-style-type: none"> • the nature and context of ONE selected contemporary policy and government response, including significant influences on the formulation of the policy and the extent of and reasons for the success or otherwise in implementing the policy <p>Area of Study 2 Foreign Policy</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • key terms and concepts: <i>national interest, bipartisan, bilateral, multilateral, sovereignty, foreign aid, terrorism, asylum seekers, refugees, national security, global citizenship</i> • the nature of contemporary Australian foreign policy formulation and implementation: – <i>the distinction between domestic policy and foreign policy – the bipartisan nature of foreign policy – the role of the executive, the parliament, the public service – the effect on Australian foreign policy of elections, economic conditions, public opinion, interest groups and the media</i> • the key objectives of contemporary Australian foreign policy: – <i>the concept of national interest – maintaining national security – promoting Australia’s economic and trade interests – promoting Australia as a good global citizen</i> • the key instruments of contemporary Australian foreign policy: – <i>bilateral and multilateral doctrines of foreign policy – foreign aid – formal agreements, treaties and alliances – humanitarian and emergency assistance – peace-keeping operations and military involvement – overseas delegations</i> • TWO of the following key challenges facing contemporary Australian foreign policy: – <i>global and regional conflicts – humanitarian crises and natural disasters – the threat of global terrorism – climate change and environmental issues – the economic development of the region – refugees, people smuggling and trafficking in persons</i> <p>Assessment</p> <p>Possible Assessment tasks for this unit include:</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response
--	--

conventions, Congress, president, impeachment, veto

- key features of the US political system: – *the separation of powers – checks and balances – federal system of government*

- the protection of democratic rights and freedoms in the USA: – *the rule of law and judicial independence – the effectiveness of the American Constitution as a protector of democratic rights and freedoms*

- the electoral system of the USA: – *voting methods – the arguments for and against voluntary voting – voter turnout and the degree to which universal franchise is achieved – the role of political parties in the electoral process – consistency with the values of political equality (one person one vote, one vote one value, a free and fair electoral system and provision of a legitimate mandate to govern) – the process of electing Congress – the processes of electing presidents: primaries and caucuses, nominating conventions, presidential elections – the democratic strengths and weaknesses of the US electoral system*

- the Congress of the USA: – *the composition of the Congress and its effectiveness as a law-making body – the effectiveness of the Congress in holding the president accountable – the role of committees within the Congress – the role and impact of political parties within the Congress – the democratic strengths and weaknesses of the US Congress*

- political leadership in the USA: – *the role of the president as head of government and head of state – constraints on the power of the president – methods of appointing and dismissing the president of the USA*

- comparison of key features of the USA political system with the Australian political system including: protection of rights and freedoms, the electoral system, the legislative branch, and political leadership

Assessment

Possible Assessment tasks for this unit include :

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

Global Politics Units 3 & 4

Units 3 & 4

Nature of the Study

In VCE Global Politics, students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

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

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

<p>Unit 3: Global Actors</p> <p>In this Unit, students evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty. Students should also be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.</p> <p>Outcomes</p> <p>Areas of Study 1 Global Actors</p> <p>Key knowledge</p> <ul style="list-style-type: none">• the key terms: <i>nation, state, sovereignty, power, global governance, multilateralism, globalisation States</i>• aims, roles and power of states• the impact on state sovereignty of: – <i>regional groupings – contested borders – issues that require multilateral resolution Intergovernmental Organisations (IGOs)</i>• aims, roles and power of: – <i>the United Nations (UN) – the International Monetary Fund (IMF) – the International Criminal Court (ICC) Non-state actors</i>• aims, roles and power of TWO non-state actors chosen from the following (both may be chosen from the category of legal organisations): – <i>legal organisations, including human rights NGOs, environmental</i>	<p>Unit 4: Global Challenges</p> <p>In this Unit, students will analyse the debates relating to TWO global ethical issues, and evaluate the effectiveness of global actors' responses to these issues. Students will also analyse TWO contemporary global crises and evaluate the effectiveness of global actors' responses to these.</p> <p>Outcomes</p> <p>Areas of Study 1 Ethical Issues and Debates</p> <p>Key knowledge</p> <ul style="list-style-type: none">• the key terms: <i>realism, cosmopolitanism, justice, ethics, international law human rights</i>• international laws relating to human rights• responses by relevant global actors including cosmopolitan and realist perspectives• ethical debates including: – <i>economic challenges to the universality of human rights – cultural challenges to the universality of human rights – state sovereignty versus 'Responsibility to Protect' people movement</i>• international laws relating to people movement• responses by relevant global actors including cosmopolitan and realist perspectives• ethical debates including: – <i>obligations to asylum seekers and other refugees versus national interests including border security – the rights of refugees versus economic migrants – differing approaches regarding refugee</i>
---	--

<p>NGOs and/or organised religions – global terrorist movements Transnational Corporations (TNCs) • aims, roles and power of ONE Transnational Corporation</p> <p>Area of Study 2 Power in the Asia-Pacific</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • the key terms: <i>sovereignty, national interests, power, security, idealism, pragmatism</i> • in relation to ONE of the following Asia-Pacific states: Australia, China, Indonesia, Japan, United States of America: – <i>the factors that shape the following national interests: national security, economic prosperity, regional relationships, international standing – differing interpretations of national interests – types of power: hard, soft, military, economic, political, diplomatic, cultural – the main foreign policy instruments used to try to achieve national interests: diplomacy, trade, aid, military – the effectiveness of the state in achieving its national interests</i> <p>Assessment</p> <p>Possible Assessment tasks for this unit include :</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response 	<p><i>resettlement development</i></p> <ul style="list-style-type: none"> • international laws relating to development • responses by relevant global actors including cosmopolitan and realist perspectives • ethical debates including: – <i>differing strategies for poverty alleviation – overseas development assistance versus self-interest of states – economic growth versus sustainable development arms control</i> • international laws relating to arms control • responses by relevant global actors including cosmopolitan and realist perspectives • ethical debates including: – <i>differing approaches regarding non-state proliferation – international security versus state security – arms control versus disarmament</i> <p>Area of Study 2 Global Crises</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • the key terms: crisis diplomacy, international cooperation, globalisation, unilateralism climate change • the causes • the responses from relevant global actors and their effectiveness • challenges to achieving effective resolutions • key aspects of the crisis of climate change including: – resource exploitation – national interests – methods of adapting to and reducing climate change • armed conflict • the responses from relevant global actors and their effectiveness • challenges to achieving effective resolutions • key aspects of the crisis of armed conflict including: – <i>intervention – war as an instrument of state policy – prosecuting war crimes in international law terrorism</i> • the causes • the responses from relevant global actors and their effectiveness • challenges to achieving effective resolutions • key aspects of the crisis of terrorism including: – <i>non-state terrorism – terrorism as an instrument of state policy – the role of asymmetric warfare economic instability</i> • the causes • the responses from relevant global actors and their effectiveness • challenges to achieving effective resolutions • key aspects of the crisis of economic instability including: – <i>globalisation – capitalism’s boom-</i>
---	---

	<p><i>bust cycle – the role of key global actors as stabilisers of the global economy</i></p> <p>Assessment Possible Assessment tasks for this unit include:</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response
--	---

BIOLOGY

Nature of the study

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Units 1 & 2

<p><i>Unit 1: How do organisms regulate their functions?</i></p> <p>In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.</p> <p><u>Areas of study</u></p> <ul style="list-style-type: none"> • How do cells function? • How do plant and animal systems function? 	<p><i>Unit 2: How does inheritance impact on diversity?</i></p> <p>In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.</p> <p>Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone</p>
--	---

- How do scientific investigations develop understanding of how organisms regulate functions?

Outcomes

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

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

species and top predators' structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems

Area of Study

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Outcomes

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

- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival

Assessment

Assessment tasks for these units are:

- Practical activities
- Scientific poster
- Oral presentation
- Data analysis
- Problem solving
- Biozone activities
- Tests
- Exams

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students biotechnologies to biochemical pathways could lead to improvements in agricultural explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Areas of Study

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Outcomes

On completion of this unit students should be able to:

- Analyse the relationship between nucleic acid and proteins, and evaluate how tools

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Areas of Study

- How do organisms respond to pathogens?
- How are species related over time?
- Practical investigation

Outcomes

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

- Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness

<p>and techniques can be used and applied in the manipulation of DNA.</p> <ul style="list-style-type: none"> Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways. 	<p>between species, and evaluate the evidence for human change over time.</p> <ul style="list-style-type: none"> Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.
<p><u>Assessment</u></p> <p><u>Unit 3</u></p> <p><u>School assessed coursework (20%)</u></p> <p>Outcomes 1 and 2</p> <p><u>Unit 4</u></p> <p><u>School assessed coursework (30%)</u></p> <p>Outcomes 1 and 2</p> <p>Outcome 3 (can be done in unit 3)</p> <p><u>End of year exam 2.5 hours written exam (50%)</u></p> <p>Students will answer a series of questions relating to both Area of Study in Unit 3 and 4</p>	

BUSINESS MANAGEMENT

Unit 1 & 2

Nature of the Study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a Business

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

Areas of Study

- The Business Idea
- Internal Environment
- External Environment

Outcomes

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

1. Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. Describe the internal business environment and analyse how factors within it may affect business planning.
3. Describe the external business environment and explain how the macro and operating factors within it may affect business planning.

Assessment

Possible Assessment tasks for this unit include:

- case study analysis
- short-answer and extended-answer structured questions
- business research report
- development of a business plan and/or a feasibility study
- interview with and report on a chosen business
- a school-based business activity
- business simulation exercise
- an essay
- school-based short-term business activity
- a business survey and analysis
- media analysis

Unit 2: Establishing a Business

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

Areas of Study

- Legal requirements and financial considerations
- Marketing for a business
- Staffing a business

Outcomes

On completion of this unit students should be able to:

1. Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. 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.
3. Discuss the staffing needs of a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment

Possible Assessment tasks for this unit include :

- case study analysis

	<ul style="list-style-type: none"> ● short-answer and extended-answer structured questions ● business research report ● interview with and report on a chosen business ● school-based short-term business activity ● business simulation exercise ● an essay ● school-based short-term business activity ● business survey and analysis ● media analysis
--	---

Unit 3 & 4

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study

- Business foundations
- Human Resource Management
- Operations management

Outcomes

On completion of this unit students should be able to:

1. Analyse the key characteristics of businesses and stakeholders, management styles, management skills and corporate culture.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study

- Reviewing performance – the need for change
- Implementing change

Outcomes

On completion of this unit students should be able to:

1. Explain the way business change may come about, analyse why managers may use a proactive or reactive approach to change, 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.

related to the management of employees.

3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

2. Discuss the importance of effective management strategies and leadership in relation to change, 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

Unit 3

School-assessed coursework (25%)

Outcomes 1, 2 and 3.

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2.

End-of-year Written examination (50%)

Students will be required to respond to a series of questions related to Units 3 and 4.

CHEMISTRY

Nature of the Study

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. 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 and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead 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 human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 & 2

How can the Diversity of Materials be Explained?

What makes Water such a Unique Chemical?

<p>The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.</p> <p>Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.</p> <p>Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● How do the chemical structures of materials explain their properties and reactions? ● How are materials quantified and classified? ● How can chemical principles be applied to create a more sustainable future? <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and 	<p>Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.</p> <p>Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.</p> <p>Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● How do chemicals interact with water? ● How are chemicals measured and analysed? ● How do quantitative scientific investigations develop our understanding of chemical reactions? <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society. 2. calculate solution concentrations and predict solubilities, use volumetric
---	--

<p>model the properties of different materials, and use chromatography to separate the components of mixtures.</p> <ol style="list-style-type: none"> calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers. investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material. <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> Practical activities Research tasks Scientific poster Problem solving Tests Exam 	<p>analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.</p> <ol style="list-style-type: none"> draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water. <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> Practical activities Research tasks Scientific poster Problem solving Tests Exam
--	--

Unit 3 & 4

<p><i>How can chemical processes be designed to optimise efficiency?</i></p> <p>In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.</p> <p>Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells, and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses</p>	<p><i>How are organic compounds categorised, analysed and used?</i></p> <p>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.</p> <p>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.</p>
---	---

of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

Area of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Outcomes

On completion of this unit students should be able to:

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

Area of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Outcomes

On completion of this unit students should be able to:

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

Assessment

Unit 3

School – assessed coursework (16%)

Outcomes 1 and 2

Unit 4

School – assessed coursework (24%)

Outcomes 1, 2 and 3

Outcome 3 (can be completed in Unit 3)

End – of – year 2.5 hour written examination (60%)

Students will answer a series of questions relating to both Area of Study in Unit 3 and 4.

CLASSICAL STUDIES

Unit 1 & 2

Nature of the Study

Western society owes much to the Classical world, everything from our political structures and beliefs to our maths, music, literature, philosophy and art. Students will explore the concepts, events and people that

created the Classical world and why they still impact on our lives today. They will also discuss the idea of “the Classic”—what it is and why we value such works. Does time change our attitude to the Classics? Students will also look at the impact of a crisis be it war, plague or political upheaval on the cultural development of a society. This course, through a study of archaeology and mythology, epic poetry, drama, comedy and art, develops the students’ skills in literary analysis, essay writing, art appreciation and historical analysis as well as broadening their appreciation of the culture around them.

<p>Unit 1: Mythical Worlds</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Heroes and Monsters ● Myth and Archaeology ● Myth in Art and <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature of myths in Ancient Greece 2. Explain the relationship between myth and archaeology 3. Recognise and discuss representations of Greek myth <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● an essay ● a research report ● a written analysis ● short answer responses ● a test ● a written reflection ● an oral presentation ● a multimedia presentation 	<p>Unit 2: Classical Imaginations</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Society through Culture ● Classics through Time <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. analyse the ways in which a classical work or works presents aspects of classical Greek society 2. discuss the relationship between classical works and works from a later period. <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● an essay ● a research report ● a written analysis ● short answer responses ● a test ● a written reflection ● an oral presentation ● a multimedia presentation
--	---

Unit 3 & 4

Nature of Study

These units explore the cultural legacy of Classical Greece. We look at the society that created the literary and artistic background of the western world and why the small city of Athens achieved so much and what destroyed it. We look at the works that were produced and how they deal with the universal issues of humanity, as well as being a reflection of a particular set of values and beliefs. We also look at particular works that the Greeks themselves regarded as Classics and discuss why they deserve this title.

Unit 3 and 4: Classical Worlds

Units 3 and 4 have identical units of study and outcomes. The difference lies in the works studied and the socio-historical time period they represent

Areas of Study

- individual Study of a text/s
- comparative study of pairs of texts

Outcomes

On completion of this unit students should be able to:

1. Analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context
2. Compare the ideas and techniques in two classical works and their relationship to their socio-historical context

Assessment

Unit 3

School- assessed coursework (25%)

Outcomes 1 and 2

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2

End of Year Examination (50%)

Students will complete 2 analyses and one essay based on Units 3 and 4

ECONOMICS

Unit 1 & 2

Nature of the Study

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

<p>Unit 1 <i>Economic decision-making</i></p> <p>Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society.</p> <p>In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts.</p> <p>Key Study Areas Include:</p> <ul style="list-style-type: none">• Supply and Demand• How business marketing affects your choices• How we are all motivated by 'self interest'• What happens when you make a decision – and its impact on society• How do we allocate our resources. <p>Areas of Study</p> <ul style="list-style-type: none">• Introductory concepts• Decision making in markets• Behavioural economics	<p>Unit 2 <i>Economic issues and living standards</i></p> <p>A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics.</p> <p>Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.</p> <p>Key Areas of Study include:</p> <ul style="list-style-type: none">• The environment vs income• How far should free trade go• Is better to import or not?• Where will jobs be – in the future <p>Areas of Study</p> <ul style="list-style-type: none">• Economic activity• Applied economic analysis of local, national and international economic issues <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Explain the purpose of economic activity, the distinction between material and non-material
---	---

Outcomes

On completion of this unit students should be able to:

1. Describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
3. Explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Assessment

Assessment tasks for this unit may include:

- Analysis of written, visual and statistical evidence
- Essays
- Oral presentations
- Multimedia presentations
- Role plays
- Media reviews
- Folio of applied economics exercises
- Collection and analysis of current newspaper articles
- Report of an investigation
- Tests

- living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
2. Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Assessment

Assessment tasks for this unit may include:

- analysis of written, visual and statistical evidence
- essays
- oral presentations
- multimedia presentations
- role plays
- media reviews
- folio of applied economics exercises
- collection and analysis of current newspaper articles
- tests
- case studies
- investigation report

Unit 3 & 4

Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students will investigate the following key knowledge points:

- The role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

Unit 4: Managing the Economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand

- Develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes.
- Consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.
- Consider unintended consequences of government intervention in the market.

Students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the following:

- The importance of international economic relationships in terms of their influence on Australia's living standards.
- They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Areas of Study

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

Outcomes

On completion of this unit students should be able to:

1. Analyse how markets operate to allocate resources, and evaluate the effect of government intervention on market outcomes.
2. Analyse key contemporary factors that may have affected the Australian Government's domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss how achievement of these goals may affect living standards.
3. Analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness,

policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students will focus on the following key knowledge points:

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

Areas of Study

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Outcomes

and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Assessment

Assessment tasks for this unit may include:

- Essays
- A report
- Media analysis
- Data Analysis
- A case study
- Structured Questions
- Folio of applied economics exercises

On completion of this unit students should be able to:

1. Discuss the operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
2. Discuss the operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

Assessment

Assessment tasks for this unit may include:

- Essays
- A report
- Media analysis
- Data Analysis
- A case study
- Structured Questions
- Folio of applied economics exercises

Assessment

Unit 3

School-assessed coursework (25%)

Outcomes 1 and 2.

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2.

End-of-year written examination (50%)

Students will be required to respond to a series of questions related to Units 3 and 4.

ENGLISH OVERVIEW

Overview

EDSC offers English/EAL Units 1-4 and Literature Units 1-4.

To meet the VCE requirements, a student must satisfactorily complete a minimum of 3 Units from the group of English or EAL studies (i.e. obtain an "S" for each).

To obtain an ATAR score, students must satisfactorily complete an approved Unit 3/4 sequence in English or Unit 3/4 sequence in EAL.

Any of the approved Units 3 and 4 sequences within the English or EAL group will be counted in the ATAR but no more than two will be permitted in the primary four.

Note: At EDSC students must study English/EAL to meet this requirement.

In summary:

<i>Year 11 English Requirements</i>	<i>Year 12 English Requirements</i>
<i>Units 1 & 2</i>	<i>Units 3 & 4</i>
English/EAL [if eligible] Units 1 & 2 are compulsory. Optional additional units: Literature 1 & 2	English/EAL [if eligible] 3 & 4. Optional additional units: Literature 3 & 4

ENGLISH AS ADDITIONAL LANGUAGE (EAL)

Nature of the Study

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Eligibility for English as Additional Language (EAL)

Students whose native language is a language other than English are eligible to enrol in EAL, providing they satisfy both the following conditions:

1. The student has been enrolled in an English speaking school for a period not more than seven calendar years immediately prior to the year in which English Units 3 and 4 are undertaken **and**
2. English has been the student's major language of instruction for a total period of no more than seven years prior to the commencement of the year in which English Units 3 and 4 are undertaken.

This rule would also apply to applications for special consideration due to unfamiliarity with the English language in other studies.

<p>Unit 1</p> <p>In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.</p> <p>Students will also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing.</p> <p>Areas of Study</p> <ol style="list-style-type: none"> 1. Reading and exploring texts 2. Crafting Texts <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. ● to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose <p>Assessment</p> <p>Demonstration of achievement of Outcomes 1 and 2 will be based on students' performance on a selection of assessment tasks. Assessment tasks will include:</p> <ul style="list-style-type: none"> ● a personal response to a set text ● two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), 	<p>Unit 2</p> <p>In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.</p> <p>Students will also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.</p> <p>Areas of Study</p> <ol style="list-style-type: none"> 1. Reading and exploring texts 2. Exploring Argument <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning ● explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience ● construct a point of view text for oral presentation. <p>Assessment</p> <p>Demonstration of achievement of Outcomes 1 and 2 will be based on students' performance on a selection of assessment tasks. Assessment tasks will include:</p> <ul style="list-style-type: none"> ● an analytical response to a set text
---	--

<p>poetry/songs, feature articles (including a series of blog postings) and memoirs</p> <ul style="list-style-type: none"> • a description of writing processes 	<ul style="list-style-type: none"> • a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features • an analysis of the use of argument and persuasive language and techniques in text(s) • an oral presentation of a point of view text.
--	--

Unit 3 & 4

Unit 3

(Please note: Year 12 students in 2024 will have a new study design)

In this unit, students read and respond to texts analytically and creatively. Students evaluate arguments and analyse the use of persuasive language in texts. They also create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Outcomes

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

1. Produce analytical and creative responses to texts.
2. Analyse the use of argument and language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, in writing, a sustained and reasoned point of view on the selected issue.

Assessment

Demonstration of achievement of Outcomes 1 and 2 will be based on students' performance on a selection of assessment tasks. Suitable tasks for assessment in this unit are:

1. An analytical response to a set text
2. A creative response to a set text

Unit 4

(Please note: Year 12 students in 2024 will have a new study design)

In this unit, students are required to compare a pair of texts. This area of study builds on the skills already developed in the Reading and Creating texts areas of study. Students evaluate arguments and analyse the use of persuasive language in texts. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

- Reading and comparing texts
- Analysing and presenting argument

Outcomes

On completion of this unit students should be able to:

1. Produce comparative responses to texts.
2. A text intended to position an audience.

NB. Assessment tasks for Unit 4 Outcome 2 must include one assessment task, but no more than one task, must be in oral or multimodal form.

Unit 4 Outcomes for EAL

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

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

EAL students will be assessed on EAL informed criteria and are not

3. An analysis of the use of argument and persuasive language in text/s.

NB. Assessment tasks for Unit 3 Outcome 1 must include at least one creative response to set texts.

Unit 3 Outcomes for EAL

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

1. Produce an analytical interpretation of a selected text and a creative response to a different selected text. EAL students must complete both tasks for the Outcome but only one of these – either the analytical or creative – will be selected to form the School Assessed Coursework (SAC).
2. Analyse and compare the use of argument and persuasive language in two to three texts that present a point of view on an issue currently debated in the media. EAL students will demonstrate their understanding through short answer questions and note form summaries as well as in an analysis and comparison of argument in written form.
3. Comprehend a spoken text (LISTENING COMPREHENSION). EAL students will be given a spoken text of 3-5 minute duration. They will demonstrate their comprehension of this text through short-answer questions and note form summaries.

assessed using the same criteria as English.

Assessment

Unit 3

School-assessed coursework (25%)

Outcomes 1, 2 and 3 (for EAL students).

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2.

End-of-year written examination (50%)

All outcomes and the key knowledge and skills that underpin the outcomes in Units 3 & 4 are examinable. The exam will consist of three sections. The Reading and Creating Texts assessment will be based on an analytical response to one of two texts selected from the English/EAL text list. The Reading and Comparing Texts assessment will be based on an analytical response to a pair of selected texts from the English/EAL text list. The Analysing Argument assessment will be based on an analysis of argument and the use of persuasive language in unseen text/s.

The exam for EAL students will consist of: a Listening Comprehension based on two spoken texts; an analytical text response based on one of the two texts selected for study from the Text list published by the VCAA; and a comprehension and analysis of argument and the use of persuasive language in an unseen text or texts.

ENVIRONMENTAL SCIENCE

Nature of the study

In VCE Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

Unit 1 & 2

Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Area of Study

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?

Unit 2: What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Area of Study

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Outcomes

On completion of this unit students should be able to:

- How do scientific investigations develop understanding of how Earth's systems support life?

Outcomes

On completion of this unit students should be able to:

1. describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
2. analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
3. draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Models
- Fieldwork report/activities
- Case study
- Problem solving
- Tests
- Exam

1. explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
2. compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.
3. investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Case study
- Scientific energy
- Oral presentation
- Data analysis
- Fieldwork activities/report
- Problem solving
- Tests
- Exam

Unit 3 & 4

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened

Unit 4: How can climate change and the impacts of human energy be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms

endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Area of Study

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Outcomes

On completion of this unit students should be able to:

1. explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
2. explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Models
- Fieldwork report/activities
- Case study
- Problem solving
- Tests

of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Area of Study

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

Outcomes

On completion of this unit students should be able to:

1. analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.
2. compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.
3. design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Case study
- Scientific poster
- Data analysis
- Fieldwork activities/report
- Problem solving
- Tests
- Exam

EXTENDED INVESTIGATION

Unit 3 & 4

Nature of the Study

Extended Investigation is a unique VCE subject as it allows students to pursue a research project concerning a focus of their choice. This study enables students to develop, refine, and extend their knowledge and skills in independent research. In order to do this students carry out an extended investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Extended Investigation is a Unit 3 and 4 study sequence only.

This study emphasises the teaching of skills required in all VCE subjects, and in later academic study, particularly at the university level. It is highly beneficial for any students considering a university pathway. It specifically focuses on developing students capacity for:

- Critical thinking
- Academic writing
- Time management
- Project management
- Independent learning
- Reading and note taking
- Interpretation and analysis of data

Students wishing to undertake an Extended Investigation must submit a written application.

This application should be no longer than 500 words and should provide a detailed outline of:

- Why you wish to undertake an Extended Investigation
- How you have demonstrated critical thinking, self regulation and independent learning in your studies at EDSC
- What the proposed focus area of your Extended Investigation will be

Unit 3: Designing an extended investigation

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1 on a date published annually.

Unit 4: Presenting an extended investigation

This unit is comprised of two parts that together constitute the students completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking unit four, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in unit three. The Extended Investigation Journal is used to record the progress of their investigation and the

<p>Underpinning the student’s preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.</p> <p>Areas of Study</p> <ol style="list-style-type: none"> 1. Designing a research question 2. Planning and commencing the investigation 3. Critical Thinking <p>Outcomes</p> <p>On completion of this unit students should be able to</p> <ol style="list-style-type: none"> 1. Design and justify a research question 2. Write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s 3. Develop and apply the skills of critical thinking 	<p>assistance they receive from supervising teachers mentors and others.</p> <p>Areas of Study</p> <ol style="list-style-type: none"> 1. Presenting the final research report 2. Defending research findings <p>Outcomes</p> <p>On completion of this unit students should be able to</p> <ol style="list-style-type: none"> 1. Complete a written report for an education non-specialist audience that presents and evaluates the results of the extended investigation. 2. Explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.
<p>Assessment</p> <p>Unit 3</p> <ol style="list-style-type: none"> 1. School-assessed coursework (30%): Outcome 1 (written rationale) and Outcome 2 (written research plan and oral report) 2. External assessment (10%): Outcome 3 - online Critical Thinking Test <p>Unit 4</p> <ol style="list-style-type: none"> 1. School-assessed coursework (S/N): Outcome 1 (written report, journal) and Outcome 2 (oral presentation, journal) 2. End of year external assessment (60%): Outcome 1 (Written report 4000 words) and Outcome 2 (oral presentation 15-20 minutes) 	

FOOD STUDIES

Unit 1 & 2

Nature of the Study

In Units 1 & 2 Food Studies students will focus on food from historical and cultural perspectives through the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

Students will focus on the history and culture of food in Australia, exploring Indigenous foods prior to European settlement and analysing patterns of migration to Australia over time. Students will consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers have been influenced by immigration and other cultural factors. Students will conduct research and reflect on whether Australia has developed a distinctive cuisine of its own. Students will explore trends in food practices, food subcultures and changing social behaviours relating to food and their impact on health.

Students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in domestic and small-scale settings. They gain insight into the significance of food industries to the Australian economy and investigate the capacity for industry to provide safe, high quality food that meets the needs of consumers.

Students will use both practical and theoretical knowledge and skills to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 1: Food Origins	Unit 2: Food Makers
Areas of Study <ul style="list-style-type: none">• Food around the world• Food in Australia	Areas of Study <ul style="list-style-type: none">• Australia's food systems• Food in the home
Outcome 1 <p>On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and critique the uses and adaptations of selected food from earlier cuisines through practical activities.</p>	Outcome 1 <p>On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.</p>
Outcome 2	Outcome 2

<p>On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.</p> <p>Assessment</p> <p>Assessment for this unit can include:</p> <ul style="list-style-type: none"> ● A range of practical activities and records of production ● Design and develop a practical food solution in response to an opportunity or a need ● Written, oral or visual reports ● Analysis tasks ● Product evaluations ● Structured question tests ● Written examination 	<p>On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and design and create a food product that illustrates potential adaptation in a commercial context.</p> <p>Assessment</p> <p>Assessment for this unit can include:</p> <ul style="list-style-type: none"> ● A range of practical activities and records of production ● Design and develop a practical food solution in response to an opportunity or a need ● Written oral or visual reports ● Analysis tasks ● Product evaluations ● Structured question tests ● Written examination
--	--

Unit 3 & 4

In Units 3 & 4 Food Studies students investigate the many roles and everyday influences of food as well as environmental and ethical food issues. Students will investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating,, and develop their understanding of diverse nutrient requirements. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Students will consider the relationship between food security, food sovereignty and food citizenship. They consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They will practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. Students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns. They also enable students an opportunity to apply their

responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Unit 3: Food in Daily Life

Areas of study

- The science of food
- Food choice, health and wellbeing

Outcome 1

On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2

On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food Issues, Challenges and Futures

Areas of Study

- Navigating food information
- Environment and ethics

Outcome 1

On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2

On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Assessment

Assessment for these units can include:

- A range of practical activities and records of practical activities.
- Written reports
- Media analysis
- Research inquiry
- Structured questions
- Case study analysis
- Theoretical tests
- Exam

GEOGRAPHY

Unit 1 & 2

Nature of the Study

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena. Students explore key questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Is this for you?

- Are you interested in the environment?
- Do you want to know more about Australia and the world?
- Are you interested in global issues?
- Are you good at analysing and interpreting data?
- Do you enjoy participating in field trips?

Unit 1: Hazards and Disasters

This unit examines hazards and hazard events, looking at two different types of hazards; bush fires and floods at a range of scales. Students learn to analyse, describe and explain the nature and impacts of hazard events using visual representations and topographical maps at various scales. A compulsory field trip is undertaken for this unit.

Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

Outcomes

On completion of this unit students should be able to:

3. Analyse, describe and explain the nature and impacts of hazards events at a range of scales.
4. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment

Assessment tasks for this unit are:

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed its various forms, how it has changed and continues to change and its impacts on people, places and environments.

Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. A compulsory field trip is undertaken for this unit.

Areas of Study

- Characteristics of tourism
- Impact of tourism

Outcomes

On completion of this unit students should be able to:

4. Analyse, describe and explain the nature of tourism at a range of scales
5. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism

- recording and reporting of data collected in the field
- data processing and presentation – maps, graphs, annotated visual display, etc.
- research reports
- written responses
- tests

Assessment

Assessment tasks for this unit are:

- recording and reporting of data collected in the field
- data processing and presentation – maps, graphs, annotated visual display, etc.
- research reports
- written responses
- tests

Unit 3 & 4

Unit 3: *Changing the Land*

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms, flora and fauna and, increasingly, interconnections with human activity.

Areas of study

- Land use change
- Land cover change

Outcomes

On completion of this unit students should be able to:

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

Unit 4: *Human Population – Trends and Issues*

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Areas of Study

- Population dynamics
- Population issues and challenges

Outcomes

On completion of this unit students should be able to:

5. Analyse, describe and explain population dynamics on a global scale
6. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses

Assessment

Unit 3

School-assessed coursework: fieldwork report and structured questions (25%)

Outcomes 1 and 2.

Unit 4

School-assessed coursework: fieldwork report and structured questions (25%)

Outcomes 1 and 2.

End-of-year written examination (50%)

Students will be required to respond to a series of questions related to Units 3 and 4

HEALTH & HUMAN DEVELOPMENT

Unit 1 & 2

Nature of the Study

Through the study of VCE Units 1 and 2 Health and Human Development, students look at health and wellbeing and consider the influence of age, culture, religion, gender and socioeconomic status on health and wellbeing. Students will look at measurable indicators of population health, and at data reflecting the health status of Australians. They will explore food and nutrition as foundations for good health and wellbeing, and the use of food selection models to aid in food choices. Students will develop strategies for evaluating health information and conduct independent research on programs and initiatives to improve youth health and wellbeing.

Development across the lifespan will be investigated focusing on factors that contribute to healthy development and wellbeing. Students will describe how to access Australia's healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

<p>Unit 1: Understanding health and wellbeing</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Health perspectives and influences ● Health and nutrition ● Youth health and wellbeing <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. 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 2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information 3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area of youth health and wellbeing in detail <p>Assessment</p> <p>Assessment tasks for this unit are selected from the following:</p> <ul style="list-style-type: none"> ● structured question tests ● written reports ● media analysis and case studies ● data analysis ● written examination 	<p>Unit 2: Managing health and development</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Developmental transitions ● Health care in Australia <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Explain developmental changes in 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 2. Describe how to access Australia’s health system, explain how it promotes health and wellbeing in your local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies <p>Assessment</p> <p>Assessment tasks for this unit are selected from the following:</p> <ul style="list-style-type: none"> ● structured question tests ● written reports ● media analysis and case studies ● data analysis ● written examination
---	---

Unit 3 & 4

Nature of the Study

Through the study of VCE Units 3 and 4 Health and Human Development, students look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry to extend their thinking that health is a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students focus on health promotion and look at various public health approaches, research health improvements and evaluate successful programs.

Students use data to investigate health status and burden of disease in different countries and explore factors that contribute to health inequalities including the physical, social and economic

conditions in which people live. They build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students look at global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

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

Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

Outcomes

On completion of this unit students should be able to:

1. 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
2. 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*

Areas of Study

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Outcomes

On completion of this unit students should be able to:

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
2. Analyse the relationships between Sustainable Development Goals and their role in the promotion of health and human development. Evaluate the effectiveness of global aid programs.

Assessment

- **Unit 3 School-assessed coursework (25%)** Outcomes 1 and 2.
- **Unit 4 School-assessed coursework (25%)** Outcomes 1 and 2.
- **End-of-year written examination (50%)** All Outcomes in Unit 3 and Unit 4 will be examined.

HISTORY

Unit 1 & 2: Modern History

Nature of the Study

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and the language of contemporary society and its history. It explores accounts of the past within the framework of the values and interests of that time.

Unit 1: Change and Conflict (1918 – 1939) including the crisis facing Germany between the wars, and social life in Nazi Germany and Stalinist Russia.

Unit 2: The Changing World Order (since 1945) including the Cold War, terrorism, civil rights movements, and the influence of technology.

Unit 3: History of Revolutions (French Revolution)

Unit 4: History of Revolutions (Russian Revolution)

<p>Unit 1: Change and Conflict (1894-1945)</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Ideology and conflict● Social and cultural change <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.2. Analyse and discuss patterns of social and cultural life and the factors which influenced changes in patterns of social life in the first half of the twentieth century	<p>Unit 2: The Changing World Order (Since 1945)</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Competing ideologies● Challenge and change <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Explain the causes of the Cold War and analyse its consequences on nations and people.2. Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.
--	---

Assessment

Assessment tasks for these units include:

- *analytical exercises*
- *short reports*
- *historical inquiry*

- *evaluation of historical sources*
- *responses to literature*
- *a multimedia presentation*
- *examination*

Unit 3 & 4: Revolutions

Nature of the Study

Revolutions mark some of the greatest ‘turning-points’ of modern times. They share the common aim of breaking with the past by destroying the regimes that were set firmly in place and embarking on a program of political and social transformation. As a process of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, violence and liberation, they polarise any society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. The process of revolution concludes when a point of stability has been reached and a viable society has emerged as an outcome

Our study of revolutions will focus on;

- The significant causes of revolution?
- The actions of popular movements and particular individuals that contributed to triggering revolution
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

The French Revolution (1774-1795) in Unit 3 and The Russian Revolution (1896-1927) in Unit 4

Is this subject for you?

- Do you have an interest in stories from the past?
- Do you want to better understand the world you live in?
- Do you enjoy the study of global events and their impact?
- Do you think critically?
- Are you able to debate and engage in discussion about your point of view?

<p>Unit 3: <i>French Revolution</i></p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Causes of revolutions ● Consequences of revolutions <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. analyse the impact of key events and movements and respond critically to the evidence given in the historical documents 2. respond to and use primary source documents using historical interpretations 3. critically evaluate the challenges and nature of the new society created by revolution 	<p>Unit 4: <i>Russian Revolution</i></p> <p>Area of Study</p> <ul style="list-style-type: none"> ● Causes of revolutions ● Consequences of revolutions <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. analyse the impact of key events and movements and respond critically to the evidence given in the historical documents 2. respond to and use primary source documents using historical interpretation 3. critically evaluate the challenges and nature of the new society created by revolution
--	---

<p>4. ask historical questions about the causes and consequences of revolution.</p> <p>5. Compare a range of historical perspectives to understand how ideas and experiences contribute to revolutionary causes.</p>		<p>4. Ask historical questions about the causes and consequences of revolution.</p> <p>5. Compare a range of historical perspectives to understand how ideas and experiences contribute to revolutionary causes.</p>
<p>Assessment</p> <p>Unit 3 School-assessed coursework (25%) Outcomes 1 and 2.</p> <p>Unit 4 School-assessed coursework (25%) Outcomes 1 and 2.</p> <p>End-of-year Written examination (50%) <i>Students will be required to respond to a series of questions related to Units 3 and 4.</i></p>		

LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – 1ST LANGUAGE

Unit 1 & 2

Nature of the Study

This study develops students' ability to understand and use the language, which is spoken by about one quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Note: Chinese First Language is designed for students who have had more than seven years of education in a country where Mandarin is the medium of education.

<p>Unit 1: Chinese 1st Language</p> <p>This unit will allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a task focusing on real or imaginary experience.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.</p>		<p>Unit 2: Chinese 1st Language</p> <p>This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.</p>
--	--	--

<p>There are three prescribed themes for First Language:</p> <ul style="list-style-type: none"> ● Self and others ● Tradition and change in the Chinese speaking communities ● Global issues <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Establish and maintain a spoken or written exchange related to personal areas of experience 2. Listen to, read and obtain information from written and spoken texts 3. Produce a personal response to a task focusing on real or imaginary experience <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● Discussion or reply to personal letter/fax/email ● listen to a spoken text and read a written text to obtain information and ideas in a different text type ● oral presentation or written response 	<p>There are three prescribed themes for First Language:</p> <ul style="list-style-type: none"> ● Self and others ● Tradition and change in the Chinese speaking communities ● Global issues <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Participate in a spoken or written exchange focusing on the resolution of an issue 2. Listen to, read and extract and use information and ideas from written and spoken texts 3. Produce an imaginary piece in written or spoken form <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● formal letter/fax/email or role play ● listen to two spoken texts and read two written texts and compare information obtained in a given format in Chinese ● journal entry or personal account or short story
---	---

Unit 3 & 4

Nature of the Study

This study develops students' ability to understand and use the language, which is spoken by about one quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Note: Chinese First Language is designed for students who have had more than seven years of education in a country where Mandarin is the medium of education.

<p>Unit 3: Chinese FL</p> <p>In this unit students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and</p>	<p>Unit 4: Chinese FL</p> <p>In this unit students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and</p>
---	---

<p>written texts, which reflect aspects of the language and culture of Chinese-speaking communities.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing.</p> <p>There are three prescribed themes for First Language:</p> <ul style="list-style-type: none"> ● Self and others ● Tradition and change in the Chinese speaking communities ● Global issues <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Express ideas through the production of original texts 2. Analyse information from spoken texts 3. Exchange information, opinions and experiences 	<p>written texts, which reflect aspects of the language and culture of Chinese-speaking communities.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing.</p> <p>There are three prescribed themes for First Language:</p> <ul style="list-style-type: none"> ● Self and others ● Tradition and change in the Chinese speaking communities ● Global issues <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse information from written texts 2. Respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities
--	---

LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – 2nd LANGUAGE and CHINESE 2nd LANGUAGE ADVANCED

Unit 1 & 2

Nature of the Study

This study develops students' ability to understand and use a language, which is spoken by about a quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Note: Chinese Second Language (CSL) is designed for students who have gained less than 1 year language education in a country where Mandarin is the medium of education. Or students have had less than 3 years of residence in any of the VCAA nominated countries or regions.

Chinese Second Language Advanced (CSLA) is designed for students who have had more than twelve months, but not more than seven years education in a country where Mandarin is the medium of education, or they have lived in a Chinese speaking country for more than three years

<p>Unit 1: Chinese SL/SLA</p> <p>This unit will allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts, and produce a personal response to a text focusing on real or imaginary experience.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar, text-types, vocabulary and different kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> ● The individual ● The Chinese speaking communities ● The world around us <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Exchange meaning in a spoken interaction in Chinese 2. Interpret information from two texts on the same subtopic presented in Chinese 	<p>Unit 2: Chinese SL/SLA</p> <p>This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts, and give expression to real or imaginary experience in written or spoken form.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar, text-types, vocabulary and different kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.</p> <p>There are three prescribed themes</p> <ul style="list-style-type: none"> ● The individual ● The Chinese speaking communities ● The world around us <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Respond in writing in Chinese to spoken, written or Visual texts presented in Chinese
--	--

<p>and responding in writing in Chinese and English</p> <p>3. Present information, concepts and ideas in writing in Chinese on the selected subtopic and for specific audience and purpose</p> <p>Assessment Unit 1 Outcome 1</p> <ul style="list-style-type: none"> ● Participate in a conversation, interview or role-play ● Give a talk to the class about the selected subtopic, asking and answering questions. <p>Outcome 2</p> <ul style="list-style-type: none"> ● Write a descriptive summary of a film including information from a review of the film ● Listen to a conversation and view a map to write directions ● Read an article and listen to an announcement to write instructions <p>Outcome 3</p> <ul style="list-style-type: none"> ● Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint ● Write an imaginative children’s story 		<p>2. Analyse and use information from written spoke or visual texts to produce an extended written response in Chinese</p> <p>3. Explain information orally in Chinese to a specific audience about an aspect of culture</p> <p>Assessment Unit 2 Outcome 1</p> <ul style="list-style-type: none"> ● Write a personal answer to an email ● Write an informative blog in response to texts ● Respond in a written letter to a radio announcement or editorial <p>Outcome 2</p> <ul style="list-style-type: none"> ● Describe in writing an experience seen from different perspectives ● Write a reflective article on cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs ● Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long term impact of social media on society <p>Outcome 3</p> <ul style="list-style-type: none"> ● Narrate a life story, event or incident that highlights an aspect of culture ● Tell the class a personal or reflective story about a cultural event ● Present and explain an aspect of culture referring to a portfolio or a PowerPoint presentation
<p>Assessment</p> <p>Unit 3 School-assessed coursework (25%) Outcomes 1, 2 and 3.</p> <p>Unit 4 School-assessed coursework (25%) Outcomes 1 and 2.</p> <p>End-of-year Oral examination (First language 10%, Second language 12.5%) Conversation and discussion</p> <p>Written examination (First language 40%, Second language 37.5%)</p>		

Unit 3 & 4

Nature of the Study

This study develops students' ability to understand and use the language, which is spoken by about one quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Note:

Chinese Second Language is designed for students who **have had less than 12 months education in a school where Mandarin is the medium of education or who has lived in a Chinese speaking country less than 3 years.**

Chinese Second Language Advanced is designed for students who **have at least one year, but no more than seven years** education in a country where Mandarin in the medium of education.

Unit 3: Chinese SL/SLA	Unit 4: Chinese SL/SLA
<p>In this unit students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing.</p> <p>There are three prescribed themes for Second Language:</p> <ul style="list-style-type: none">● The individual● The Chinese speaking communities● The changing world. <p>Outcomes On completion of this unit students should be able to:</p>	<p>In this unit students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.</p> <p>Areas of Study The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing.</p> <p>There are three prescribed themes for Second Language:</p> <ul style="list-style-type: none">● The individual● The Chinese speaking communities● The changing world. <p>Outcomes On completion of this unit students should be able to:</p>

<ol style="list-style-type: none"> 1. Participate in a spoken exchange in Chinese to resolve a personal issue. 2. Interpret information from texts and write responses in Chinese. 3. Express ideas in a personal, informative or imaginative piece of writing in Chinese. 		<ol style="list-style-type: none"> 1. Share information, ideas and opinions in a spoken exchange in Chinese. 2. Analyse information from written, spoken and viewed texts in a written response in Chinese. 3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.
<p>Assessment</p> <p>Unit 3 Second Language</p>		<p>Unit 3 Second Language Advanced</p>
<p>Outcome 1 A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.</p> <p>Outcome 2 Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.</p> <p>Outcome 3 An approximately 200-character personal, informative or imaginative piece of writing.</p>	<p>Outcome 1 A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.</p> <p>Outcome 2 Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.</p> <p>Outcome 3 An approximately 250-character personal, informative or imaginative piece of writing.</p>	
<p>Unit 4 Second Language</p>	<p>Second Language Advanced</p>	
<p>Outcome 1 A three- to four-minute interview providing information and responding to questions about a cultural product or practice.</p> <p>Outcome 2 An approximately 250-character written response for a specific audience and purpose, incorporating information from three or more texts.</p> <p>Outcome 3 An approximately 300-character evaluative or persuasive piece of writing.</p>	<p>Outcome 1 A three- to four-minute interview providing information and responding to questions about a cultural product or practice.</p> <p>Outcome 2 An approximately 300-character written response for a specific audience and purpose, incorporating information from three or more texts.</p> <p>Outcome 3 An approximately 350-character evaluative or persuasive piece of writing.</p>	

School-assessed coursework: 50%

Unit 3 25%

Unit 4 25%

External assessment: 50%**End-of-year examinations**

- an oral examination: General Conversation and Culture Study Discussion
- a written examination: Listening, reading and writing

LANGUAGE OTHER THAN ENGLISH (LOTE): CHINESE – LANGUAGE, CULTURE AND SOCIETY

Unit 1 & 2

Eligibility Criteria

Students are **not eligible** for this study if they have had either:

- Six months or more education in a school where Chinese is the medium of instruction , or
- Two years (24 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau. Students cannot receive credit for both this study and any other VCE Chinese study.

Nature of the study

Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies. There is less emphasis on language component, instead, far greater once on the various aspects of China. The language to be studied is Modern Standard Chinese.

VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Unit 1: Chinese Language, Culture and Society

Areas of study

1. Family and education in China

This area of study focuses on two important aspects of life in modern China: the concept of the family and aspects of the

Unit 2: Chinese Language, Culture and Society

Areas of study

1. Myths, legends and art of China

This area of study focuses on two facets of Chinese culture: Chinese mythology and legends, and Chinese art. Students are

contemporary education system. Students are introduced to the tradition of filial piety, its origins and its influence on the development of young people. They examine generational change in the extended family, the social impact of the former policy of one child families and naming practices within families. Students analyse, in English, texts about China's education system and consider how the schooling system in China reflects Chinese cultural values.

2. Listening and speaking in Chinese

In this area of study students develop their capacity to interact in Chinese in social settings and share personal information and experiences with others. They use various ways of naming people and vary their level of formality when speaking about their personal world and aspects of life in Chinese-speaking communities with people of different ages and positions. They access information from a range of spoken texts and use evidence to support their ideas and opinions.

3. Reading and writing in Chinese

This area of study focuses on developing the student's ability to read short texts on aspects of the family in Chinese-speaking communities and the education system in China. They create texts in characters. Students produce informative writing and express personal ideas in written texts in Chinese.

Outcomes

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

1. Discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.
2. Establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.
3. Read and comprehend simple texts in Chinese and create a simple piece of writing in Chinese.

introduced to Chinese mythology evident in contemporary culture, including the dragon symbol and the importance of Chinese New Year and the Lantern festival. Students learn about legendary emperors and deities. Students explore Chinese art through examining sources in English on areas such as calligraphy, painting, sculpture, ceramics, film and photography. They consider how these art forms represent aspects of Chinese culture.

2. Listening and speaking in Chinese

In this area of study students develop the capacity to interact in Chinese in order to make arrangements and collaborate with others. They exchange information about travel plans in China, comparing information and expressing preferences. Students access information from a range of spoken texts and use evidence to support their ideas.

3. Reading and writing in Chinese

This area of study focuses on developing students' ability to read short texts on features of Chinese geography and regional differences in China. They use information found in these sources to create texts in characters. Students produce a piece of writing in Chinese which provides information about specific aspects of the geography of China.

Outcomes

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

1. Research selected examples of Chinese mythology and legends, and art, and produce a written report in English.
2. Establish and maintain a basic spoken exchange in Chinese related to planning travel in China.
3. Read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

Assessment

<p>Assessment</p> <p>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.</p> <p>Suitable tasks for assessment in this unit may be selected from the following:</p> <ul style="list-style-type: none"> • interview in Chinese • role-play in Chinese • magazine article in English • article in Chinese • informative report in Chinese • imaginative story in Chinese • written research report in English 		<p>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.</p> <p>Suitable tasks for assessment in this unit may be selected from the following:</p> <ul style="list-style-type: none"> • interview in Chinese • role-play in Chinese • magazine article in English • article in Chinese • informative report in Chinese • imaginative story in Chinese • written research report in English
---	--	--

LANGUAGE OTHER THAN ENGLISH (LOTE): ITALIAN

Unit 1 & 2

Nature of the Study

This study develops students' ability to understand and use the language, which is one of the official languages of the European Union and one of the most widely spoken languages in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy.

<p>Unit 1: Italian</p> <p>In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of various topics. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.</p>		<p>Unit 2: Italian</p> <p>In this unit students develop an understanding of aspects of language and culture through the study of various topics. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.</p>
--	--	--

<p>Areas of Study</p> <ul style="list-style-type: none"> ● Interpersonal communication – speaking ● Interpretive communication – reading and listening comprehension ● Presentational communication – writing in Italian <p>Outcomes On completion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Exchange meaning in a spoken interaction in Italian 2. Locate and use information from two texts in Italian, chosen from a written, spoken or audiovisual format 3. Present information, concepts and ideas in writing in Italian on the selected subtopics and for a specific audience and purpose <p>Assessment Assessment for each of the above Outcomes will be in one of the following formats:</p> <p>Outcome 1:</p> <ul style="list-style-type: none"> ● Conversation, interview or role-play ● A talk to the class on the selected topic <p>Outcome 2:</p> <ul style="list-style-type: none"> ● A descriptive summary of a film ● Listen to a conversation and view a map to write directions ● Read an article and listen to an announcement to write instruction <p>Outcome 3:</p> <ul style="list-style-type: none"> ● Create a written presentation that may include pictures ● Write an imaginative children’s story 	<p>Areas of Study</p> <ul style="list-style-type: none"> ● Interpersonal communication – writing in Italian ● Interpretive communication – reading and listening comprehension ● Presentational communication – speaking <p>Outcomes On completion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Respond in writing in Italian to spoken, written or visual texts. 2. Analyse and use information from written, spoken or visual texts to produce an extended response in Italian. 3. Explain information, ideas and concepts orally in Italian about an aspect of Italian culture. <p>Assessment Assessment for each of the above Outcomes will be in one of the following formats:</p> <p>Outcome 1:</p> <ul style="list-style-type: none"> ● Write a personal answer to an email ● Write an informative blog in response to texts ● Respond in a written letter to a radio announcement or editorial <p>Outcome 2:</p> <ul style="list-style-type: none"> ● Describe in writing an experience seen from different perspectives ● Write a reflective article on a cultural insight ● Evaluate opposing arguments put forward on an issue <p>Outcome 3:</p> <ul style="list-style-type: none"> ● Narrate a life story, even or incident that highlights an aspect of culture ● Tell the class a personal or reflective story about a cultural event ● Present and explain an aspect of culture
---	--

Unit 3 & 4

This study develops students' ability to understand and use the language, which is one of the official languages of the European Union and the second most-widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy.

Unit 3: Italian

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian, through the study of three or more subtopics. Students interpret information, inform others, and reflect upon the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Areas of study

Interpersonal communication – speaking in Italian.

Interpretive communication – reading and listening comprehension.

Presentational communication – writing in Italian.

Outcomes

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

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

Assessment

Assessment for each of the above Outcomes in Unit 3 will be in the following formats, and is worth 25% (50 marks) of the overall study score:

Outcome 1:

- A three- to four-minute role-play, focussing on negotiating a solution to a personal issue (20 marks)

Unit 4: Italian

In this unit students investigate aspects of culture through the study of two or more subtopics. Students interpret information, inform others, and reflect upon the practices, products and perspectives of the cultures of Italian-speaking communities. Students build on their knowledge of Italian and Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students will reflect on cultural products or practices that provide insight into Italian-speaking communities, and consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of study

Interpersonal communication – speaking in Italian.

Interpretive communication – reading and listening comprehension.

Presentational communication – writing in Italian.

Outcomes

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

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

Assessment

Assessment for each of the above Outcomes in Unit 4 will be in the following formats, and is worth 25% (50 marks) of the overall study score:

Outcome 1:

Outcome 2:

- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts (15 marks)

Outcome 3:

- An approximately 250-word personal, informative or imaginative piece of writing (15 marks)

- A three- to four-minute interview providing information and responding to questions about a cultural product or practice (20 marks)

Outcome 2:

- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more written, spoken and viewed texts (15 marks)

Outcome 3:

- An approximately 300-word evaluative or persuasive piece of writing (15 marks)

Assessment

Units 3 and 4 are worth 50% of the overall Study Score for Italian as mentioned above, with the end of year exams (oral and written) making up the final 50%.

Assessment**Unit 3****School-assessed coursework (25%)**

Outcomes 1, 2 and 3.

Unit 4**School-assessed coursework (25%)**

Outcomes 1 and 2.

End-of-year external assessments**Oral examination (12.5%)**

Conversation and discussion

Written examination (37.5%)

Listening and responding; reading and responding; and writing.

LEGAL STUDIES

Unit 1 & 2

Scope of study

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality

(all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

<p>Unit 1: Guilt and liability</p> <p>Areas of Study:</p> <ol style="list-style-type: none"> 1. Legal foundations 2. The presumption of innocence 3. Civil liability <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● describe the main sources and types of law, and assess the effectiveness of laws. ● 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. <p>Assessment</p> <p>Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● structured questions ● folio of exercises ● case study ● test ● annotated visual display 	<p>Unit 2: Sanctions, remedies and rights</p> <p>Areas of Study:</p> <ol style="list-style-type: none"> 1. Sanctions 2. Remedies 3. Rights <p>Outcomes</p> <p>On completion of his unit students should be able to:</p> <ul style="list-style-type: none"> ● 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. <p>Assessment</p> <p>Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● structured assignment ● essay ● case study ● test
---	---

Unit 3 & 4

Unit 3 focuses on the Victorian justice system, which includes the criminal and civil justice systems and their capacity to protect the rights of individuals and uphold the principles of justice: fairness, equality access.

Unit 4 focuses on Australia’s laws and legal system, including an investigation of the institutions that make and reform law. A key aspect of this unit is an exploration of the relationship between the Australian people, the Australian constitution and law making bodies.

Unit 3: Rights and Justice

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.

Unit 4: The people and the law

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 law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment

Unit 3

School-assessed coursework (25%)

Outcomes 1 and 2

Unit 4

School-assessed coursework (25%)

Outcomes 1 and 2

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

- a case study
- an essay
- a report in multimedia format
- * structured questions
- * a report in written format
- * a folio of exercises.

End-of-year Written examination (50%)

Students will be required to respond to a series of questions related to Units 3 and 4.

LITERATURE

Unit 1 & 2

Nature of the Study

Literature involves the study and enjoyment of a wide range of literary texts classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social/political /economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

<p>Unit 1: Literature</p> <p>This unit enables students to develop effective reading strategies, to examine the ideas and views of life, which are presented in the literature, studied and relate what they read to their own lives.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Reading practices ● Exploration of literary movements and genres <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss how personal responses to literature are developed and justify their own response to one or more literary texts 2. Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society 3. Analyse the construction and conventions of a genre and both comment on and apply the ways in which it presents an interpretation of ideas and experiences <p>Assessment</p> <p>Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● personal analytical reviews of a text and its context ● close analysis of selected passages ● essays (comparative, interpretive, analytical) ● oral and visual presentations ● research documentation 	<p>Unit 2: Literature</p> <p>This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Voices of Country ● The text in its context <p>Outcomes</p> <p>On completion of this unit students should be able to</p> <ol style="list-style-type: none"> 1. Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. 2. Analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context. 3. <p>Assessment</p> <p>Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● essay (comparative, interpretive, analytical or discursive) ● journal entries ● close analysis of selected passages ● an original piece of writing responding to text(s) studied ● oral or written review ● multimedia presentation
--	--

Unit 3 & 4

Nature of the Study

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such

questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

<p>Unit 3: Literature</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Adaptations and transformations ● Developing interpretations <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse how meaning changes when the form of a text changes 2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned 3. Evaluate the views of a text and make comparisons with their own interpretation 	<p>Unit 4: Literature</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Creative responses to texts ● Close analysis of texts <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Respond imaginatively to a text, and comment on the connections between the text and the response 2. analyse critically features of a text, relating them to an interpretation of the text as whole
<p>Assessment</p> <p>Unit 3 School-assessed coursework (25%) Outcomes 1, 2 and 3.</p> <p>Unit 4 School-assessed coursework (25%) Outcomes 1 and 2</p> <p>End-of-year written examination (50%) Students will be required to produce two pieces of writing in response to questions that require critical analysis and interpretation of two texts studied.</p>	

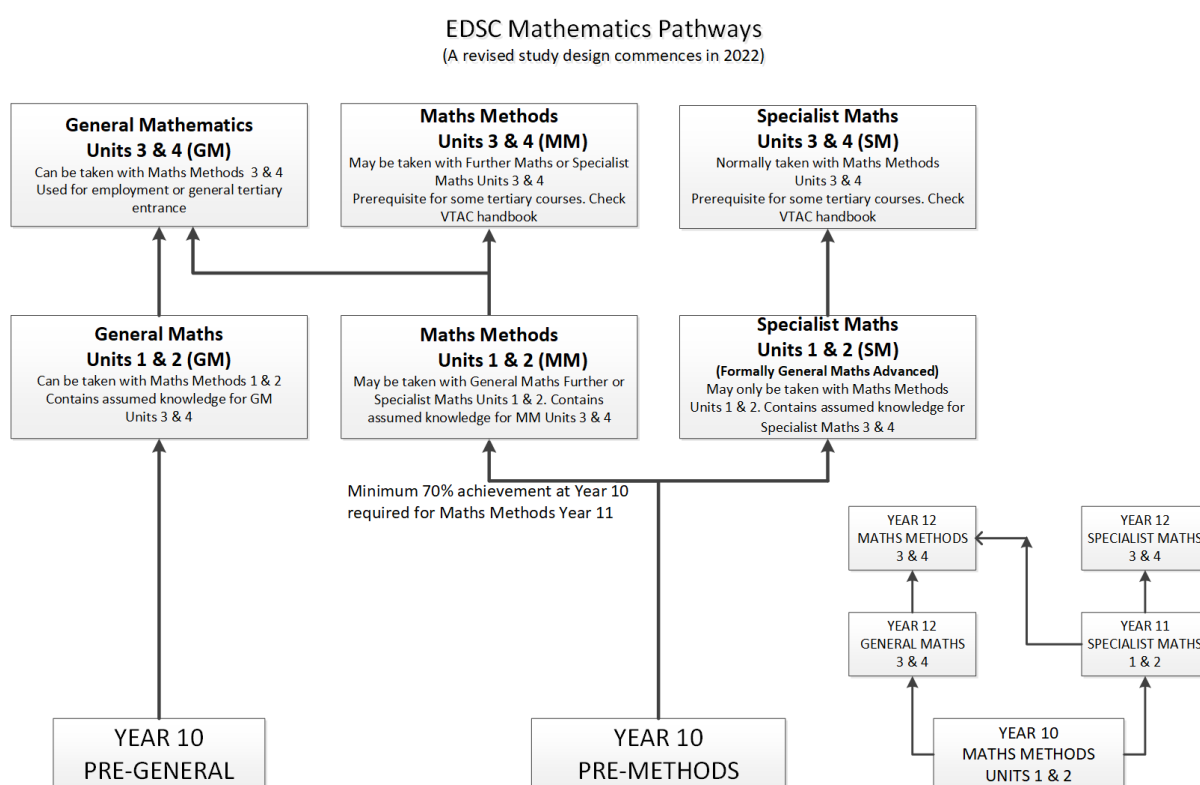
VCE MATHEMATICS OVERVIEW

Overview

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. It is a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way, which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. Students in all the mathematical

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

Students can elect to do one Mathematics subject in Year 11; **General Mathematics** or **Mathematical Methods**. Students are also able to complete two Mathematical Studies in Year 11; a combination of **Mathematical Methods** and **General Mathematics** or a combination of **Mathematical Methods** and **Specialist Mathematics**. Pathways from these Year 11 selections to Year 12 options are shown in the diagram below.



Note:

- Students intending to do Mathematical Methods in Year 11 should have attained 70% or above for both the Year 10 Pre-Methods Maths exam and their overall Year 10 Pre-Methods Maths result in semester one.
- Students intending to study Mathematical Methods in Year 11 are strongly advised to also do General Mathematics or Specialist Mathematics, as this will allow more options for additional Mathematics study in Year 12. For example:
 1. Combining Mathematical Methods and General Mathematics allows students three options at Year 12. They can study;
 - both Mathematical Methods Units 3 & 4 and General Mathematics Units 3 & 4 or
 - Mathematical Methods Units 3 & 4 or
 - General Mathematics Units 3 & 4.

2. Combining Specialist Mathematics with Mathematical Methods is necessary for students wanting to study Specialist Mathematics Units 3 & 4.

Frequently Asked Questions

Is it possible to do just Specialist Maths?

No, Specialist Maths is only suitable for those students intending to do Specialist Maths in Year 12 or those who want a strong background in mathematics for Maths Methods in Year 12. In either case, 2 maths courses would have to be done in Year 11.

If I only do General Maths in Year 11, is it possible to do Maths Methods or Specialist Maths in Year 12?

No, doing General Maths by itself will only allow you to do General Maths in Year 12.

I only want to do 1 Maths in Year 11 and want to continue with Maths in Year 12. Which should I choose?

You could do General Maths in Year 11 and then do General Maths in Year 12. Alternatively, you could choose Maths Methods in Year 11 and continue that through to Year 12.

Is it possible to do Specialist Maths in Year 12 without doing Specialist Maths at Year 11?

Only under exceptional circumstances would a student be allowed to do Specialist Maths in Year 12 without having done Specialist Maths in Year 11. Students would find it extremely difficult without the background provided by the Specialist Maths course.

I am not sure of which Mathematics course to undertake in Year 11.

Speak to your Year 10 Maths teacher or to the Domain Leader.

GENERAL MATHEMATICS

Unit 1 & 2

Nature of the Study

General Mathematics provides a course for diverse groups of students and may be implemented in a number of ways. General Maths is a course designed for those students looking at only doing General Maths in Year 12. It may be taken in conjunction with Maths Methods 1 and 2 for those students looking at doing two Maths units in Year 12, Maths Methods and General Maths.

<p>Unit 1: General Mathematics</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Data analysis• Recursion and financial modelling• Linear graphs and relations <p>Topics covered provide the necessary background for students doing Year 12 Further Maths.</p> <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three areas of study. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">• analysis tasks• application tasks• topic tests• examination	<p>Unit 2: General Mathematics</p> <p>Areas of Study</p> <ul style="list-style-type: none">• Matrices• Networks <p>Topics covered provide the necessary background for students doing Year 12 Further Maths.</p> <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three areas of study. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">• analysis tasks• application tasks• topic tests• examination
--	--

Unit 3 & 4

Nature of the Study

General Mathematics consists of four areas of study: Data analysis, Recursion and financial modelling, Matrices and Networks.

Unit 3: General Mathematics

Areas of Study

- Data analysis
- Recursion and financial modelling

Outcomes

On completion of this unit students should be able to:

1. Define and explain key concepts and apply related mathematical techniques and models as specified and in Area of Study 1 in routine contexts. To achieve this outcome the student will draw on knowledge and skills outlines in Area of Study 1.
2. Select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity. To achieve this outcome the student will draw on knowledge and skills outlines in Area of Study 1.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situation requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and related skills outlined in Area of Study 1.

Unit 4: General Mathematics

Areas of Study

- Matrices
- Networks

Outcomes

On completion of this unit students should be able to:

1. Define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and modules in routine contexts. To achieve this outcome the student will draw on knowledge and skills outlines in the two modules selected from Area of Study 2.
2. Select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity. To achieve this outcome the student will draw on knowledge and skills outline in the two modules selected from Area of Study 2.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situation requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and skills in the two modules selected from the Area of Study 2.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework (Unit 3 – 24% and Unit 4 – 16%) and two end-of-year examinations (60%).

In both examinations 1 and 2 students are permitted the use of an approved CAS calculator and scientific calculator as well as one bound reference book, which may be annotated. A sheet of formulas will be provided with the examination.

MATHEMATICAL METHODS

Unit 1 & 2

Nature of the Study

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed to prepare students for Mathematical Methods Units 3 and 4, and contain assumed knowledge and skills for these units. Students, who wish to also undertake Specialist Mathematics or Further Mathematics in Year 12, are required to complete the relevant Unit 1&2 courses in conjunction with Mathematical Methods Unit 1 & 2.

<p>Unit 1: <i>Mathematical Methods</i></p> <p>Areas of Study</p> <ul style="list-style-type: none">● Functions and Graphs● Algebra● Calculus <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts as specified in the content of the area of study, specified above.2. Apply mathematical processes in non-routine context, and to analyse and critically discuss these applications of mathematics3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques of approaches. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">● analysis tasks● application tasks● topic tests● examination	<p>Unit 2: <i>Mathematical Methods</i></p> <p>Areas of Study</p> <ul style="list-style-type: none">● Algebra II● Functions and Graphs II● Probability, statistics and combinations – <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts as specified in the content of the areas of study specified above.2. Apply mathematical processes in non-routine contexts and to analyse and critically discuss these applications of mathematics3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques of approaches. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">● analysis tasks● application tasks● topic tests● examination
---	---

Unit 3 & 4

Nature of the Study

Mathematical Methods Unit 3 and 4 are completely prescribed by the VCE study design and extend the concepts introduced in Mathematical Methods Units 1 & 2. The course consists of the following areas of study: Functions and graphs, Algebra, Calculus, Probability and Statistics. All of this material

must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Unit 3: Mathematical Methods

Areas of Study

- Functions and graphs
- Algebra
- Calculus

Outcomes

On completion of this unit students should be able to:

1. Define and explain key terms and concepts as specified in the content and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics
3. 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.

Unit 4: Mathematical Methods

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability & statistics

Outcomes

On completion of this unit students should be able to:

1. Define and explain key terms and concepts as specified in the content and apply a range of related mathematical routines and procedures
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics
3. 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

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework (Unit 3 – 20% and Unit 4 –20%) and two end-of-year examinations (60%).

Examination 1 is 1 hour in duration and no calculators or notes of any kind are allowed. A sheet of formulas will be provided with the examination. Students are required to answer a collection of short-answer and some extended-response questions.

Examination 2 is 2 hours in duration and students are permitted the use of an approved CAS calculator as well as one bound reference text, which may be annotated. A sheet of formulas will be provided with the examination. Students are required to answer a collection of multiple-choice and some extended-response questions.

SPECIALIST MATHEMATICS

Unit 1 & 2

Nature of the Study

Specialist Maths is a course designed for students looking at doing Specialist Maths in Year 12. It must be taken in conjunction with Maths Methods 1 and 2.

<p>Unit 1: Specialist Mathematics</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Advanced Algebra● Number Patterns● Mathematical Proof● Trigonometry● Counting Procedures <p>Topics covered provide the necessary background for students doing Year 12 Specialist Maths.</p> <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three areas of study. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">● analysis tasks● application tasks● topic tests● examination	<p>Unit 2: Specialist Mathematics</p> <p>Areas of Study</p> <ul style="list-style-type: none">● Graphs of Linear & Non-Linear Relations● Complex Numbers● Vectors● Kinematics● Statistics <p>Topics covered provide the necessary background for students doing Year 12 Specialist Maths.</p> <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none">1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three areas of study. <p>Assessment Assessment tasks for this unit comprise:</p> <ul style="list-style-type: none">● analysis tasks● application tasks● topic tests● examination
---	--

Unit 3 & 4

Nature of the Study

Specialist Mathematics consists of the following areas of study: Rational & circular (trigonometric) functions & graphs. Algebra (Complex Numbers), Calculus, Vectors, Kinematics', mechanics probability and statistics. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. This study requires a concurrent study of Mathematical Methods Units 3&4.

Unit 3: Specialist Mathematics

Areas of Study

- Functions and graphs (including circular functions)
- Advanced algebra including complex numbers
- Vectors
- Calculus (Derivatives)
- Mathematical proof

Outcomes

On completion of this unit students should be able to:

1. Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use Numerical, graphical, symbolic & statistical functions of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Unit 4: Specialist Mathematics

Areas of Study

- Calculus (integrals & differential equations)
- Kinematics
- Statistics and probability

Outcomes

On completion of this unit students should be able to:

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

Assessment

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework (Unit 3 – 20% and Unit 4 – 20%) and two end-of-year examinations 22% & 44%.

Examination 1 (20%) is 1 hour in duration and no calculators or notes of any kind are allowed. A sheet of formulas will be provided with the examination. Students are required to answer a collection of short-answer and some extended-response questions.

Examination 2 (40%) is 2 hours in duration and students are permitted the use of an approved CAS calculator as well as one bound reference text, which may be annotated. A sheet of formulas will be provided with the examination. Students are required to answer a collection of multiple-choice and some extended-response questions.

MEDIA

Unit 1 & 2

Nature of the Study

The media have a significant impact on people's lives. People use the media for entertainment, information and communication. The media reflects and shapes the society in which it operates. The study of media includes a discussion of media forms such as social media, film, TV and radio. Students engage in media production, particularly film and podcasting.

<p><i>Unit 1: Media forms, representations and Australian stories</i></p> <p>The relationship between audiences and the media is dynamic and changing. We use media products in many ways. In this unit students develop an understanding of audiences and media representations. They also study how Australian stories are created to engage audiences.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Media representation ● Media forms in production ● Australian stories <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the construction of specific media representations 2. Construct media representations in two or more media forms 3. Analyse how Australian stories engage audiences. <p>Assessment Assessment tasks for this unit are:</p>	<p><i>Unit 2: Narrative across media forms</i></p> <p>Fictional and non-fictional stories are an important part of all media forms. Media industries such as journalism and filmmaking are built upon communicating stories to audiences.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Narrative, style and genre ● Narratives in production ● Media and change <p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Analyse the intention and style of media producers. 2. Apply the media production process to create, develop and construct stories. 3. Discuss the influence of new media technologies on society <p>Assessment Assessment tasks for this unit are:</p> <ul style="list-style-type: none"> ● audiovisual or video sequences ● radio or audio sequences
---	---

<ul style="list-style-type: none"> ● audiovisual or video sequences ● radio or audio sequences ● photographs ● print layouts ● sequences or presentations using digital technologies ● posters ● written responses ● oral reports. <p><i>At least one of the assessment tasks in Unit 1 must be in written form.</i></p>		<ul style="list-style-type: none"> ● photographs ● print layouts ● sequences or presentations using digital technologies ● posters ● written responses ● oral reports. <p><i>At least one of the assessment tasks in Unit 2 must be in written form.</i></p>
--	--	--

Unit 3 & 4

Nature of the Study

Students develop an understanding of narrative and ideology, media production and the relationship between the media and audiences.

Unit 3: Media narratives and pre-production

In this unit students develop an understanding of narratives and media production. Students will study two narrative films or television programs. They will develop the production design plan for their own short film.

Outcome 1

On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage audiences.

Outcome 2

On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production, such as a film or podcast.

Outcome 3

On completion of this unit the student should be able to develop and document a media production design in a selected media form – such as film or podcasting – for a specified audience.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production planned in Unit 3 to its realisation. They also study the complex and ever changing relationship between media and audiences.

Outcome 1

On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared in Unit 3.

Outcome 2

On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

Assessment

In the study of Media the student's level of achievement will be determined by School –Assessed Coursework, a School-Assessed Task and an end-of-year examination. Percentage contributions to the study score in Media are as follows:

Unit 3 School-Assessed Coursework: 10 per cent

Unit 4 School-Assessed Coursework: 10 per cent

Unit 3&4 School-Assessed Task: 40 per cent

End-of-Year examination: 40 per cent

MUSIC PERFORMANCE

Unit 1 & 2

Nature of the Study

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

Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer.

Students build fundamental musicianship skills by developing and refining their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music. They use this knowledge and understanding to describe, define and express in music the intricacies and nuances of musical form and style. The practical application of this knowledge also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner. Students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

Unit 1: Music - Organisation of Sound

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their

Unit 2: Music - Effect In Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Areas of Study

- Performing
- Creating
- Analysis and responding

Outcomes

On completion of this unit students should be able to:

- rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works
- create short music works/responses that demonstrate their understanding of different approaches to musical organisation
- describe how music is organised in at least two music examples ^[1]_[SEP]

Assessment

Assessment tasks for this unit are:

- Performances of at least two works, including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, oral, written and practical tasks
- Composition and/or improvisation exercises and accompanying discussion
- Aural, written and practical exam

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

- Performing
- Creating
- Analysis and responding

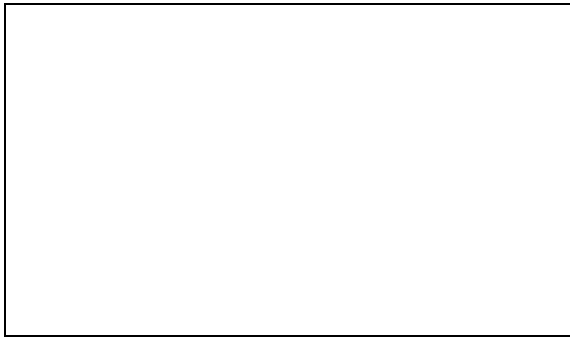
Outcomes

On completion of this unit students should be able to:

- rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works
- create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process ^[1]_[SEP]
- identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation ^[1]_[SEP]

Assessment

Assessment tasks for this unit are:



- performances of at least two works, including at least one ensemble/group work
- a discussion of the challenges presented by these works
- aural, written and practical tasks
- composition exercises or improvisations and accompanying discussion

Music: Repertoire Performance - Units 3 & 4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member.

Unit 3: Repertoire

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study

- Performing
- Analysing for performance
- Responding

Unit 4: Repertoire

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study

- Performing
- Analysing for performance

<p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works ● demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation. ● discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument. 	<ul style="list-style-type: none"> ● Responding <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions. ● demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance. ● discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.
<p>Assessment</p> <p>Unit 3</p> <p>School-assessed coursework (20%)</p> <p>Outcome 1 - Justification of repertoire (2.5%)</p> <p>Outcome 2 - Demonstrate and discuss techniques (7.5%)</p> <p>Outcome 3 - Written and practical exam (10%)</p> <p>Unit 4</p> <p>School-assessed coursework (10%)</p> <p>Outcome 2 - Demonstrate and discuss techniques (10%)</p> <p>End-of-year solo performance examination - 20 minutes (50%)</p> <p>End-of-year aural and written examination - 60 minutes (20%)</p>	

Music: Contemporary Performance - Units 3 & 4

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Unit 3: Contemporary

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Areas of Study

- Performing
- Analysing for performance
- Responding

Outcomes

On completion of this unit students should be able to:

- perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a

Unit 4: Contemporary

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Areas of Study

- Performing
- Analysing for performance
- Responding
-
- **Outcomes**
- On completion of this unit students should be able to:

<p>Performer's Statement of Intent to explain their choice of works for the program.</p> <ul style="list-style-type: none"> ● demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work. ● discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation. 	<ul style="list-style-type: none"> ● perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention. ● demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works. ● discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.
<p>Assessment</p> <p>Unit 3</p> <p>School-assessed coursework (20%)</p> <p>Outcome 1 - Performers' Statement of Intent (2.5%)</p> <p>Outcome 2 - Demonstrate and discuss techniques (7.5%)</p> <p>Outcome 3 - Written and practical exam (10%)</p> <p>Unit 4</p> <p>School-assessed coursework (10%)</p> <p>Outcome 2 - Demonstrate and discuss techniques (10%)</p> <p>End-of-year solo performance examination - 20 minutes (50%)</p> <p>End-of-year aural and written examination - 60 minutes (20%)</p>	

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1 & 2

Nature of the Study

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature. Historically, humans have

modified outdoor environments to meet survival, social economical, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Practical Activities – Unit 1 and 2

There will usually be at least one outdoor adventure activity per term as well as at least one overnight camp per term (excluding Term 3) which may include.

- Bush Camping
- Bushwalking / Hiking
- Rock Climbing
- Surfing
- Stand up Paddle Boarding

<p>Unit 1:</p> <p>Exploring outdoor experiences: This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to natural environments.</p>	<p>Unit 2:</p> <p>Discovering outdoor environments: This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.</p>
---	---

<p>Assessment</p> <p>Assessment tasks each unit of work may include:</p> <ul style="list-style-type: none"> ● Journal/report of outdoor experiences ● Case study analysis ● structured questions ● oral reports ● practical reports – such as multimedia/annotated visual display ● case study analysis ● media and data analysis ● written responses – including essays, short answers, weblogs ● End of semester exam 	<p>Assessment</p> <p>Assessment tasks each unit of work may include:</p> <ul style="list-style-type: none"> ● Journal/report of outdoor experiences ● Case study analysis ● structured questions ● oral reports ● practical reports – such as multimedia/annotated visual display ● case study analysis ● media and data analysis ● written responses – including essays, short answers, weblogs ● End of semester exam
---	---

Unit 3 & 4

Practical activities – Unit 3 and 4

There will be a total of 3 overnight expeditions (1 per term, excluding term 4) as well as other day expeditions to study various ecosystems. Each expedition will be 3 days, 2 nights, in duration. The expeditions include:

- Hiking expedition
- Alpine expedition
- River and wetlands expedition

<p>Unit 3:</p> <p>Relationships with outdoor environments: The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for</p>	<p>Unit 4:</p> <p>Sustainable outdoor relationships: In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in</p>
--	--

<p>comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.</p>	<p>contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.</p>
<p>Assessment</p> <p>Unit 3 School-assessed coursework (25%) Outcomes 1 and 2.</p> <p>Unit 4 School-assessed coursework (25%) Outcomes 1 and 2.</p> <p>End-of-year written examination (50%) Reading Time: 15 minutes Writing Time: 2 hours</p>	

Extra-Curricular Items and Activities

East Doncaster Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. Prices for 2022 are listed below as ***indicative only*** and will be reviewed in term 4 for 2023. These costs will be communicated to parents of students selected to do this course via Compass.

EXTRA CURRICULAR ITEMS AND ACTIVITIES	VCE UNIT 1/2	VCE UNIT 3/4
Outdoor & Environmental Studies - Units 1/2	\$820	
Outdoor & Environmental Studies - Units 3/4		\$993

PHYSICAL EDUCATION

Unit 1 & 2

Nature of the Study

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

<p>Unit 1:</p> <p>Outcome 1 On completion of this unit, students 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.</p> <p>Outcome 2 On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.</p> <p>Outcome 3.1 On completion of this unit students should be able to analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.</p> <p>Outcome 3.2 On completion of this unit students should be able to observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.</p>	<p>Unit 2:</p> <p>Outcome 1 On completion of this unit students 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.</p> <p>Outcome 2 On completion of this unit students should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.</p> <p>Assessment Outcome 1: A written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.</p> <p>Outcome 2</p> <ul style="list-style-type: none">● Visual presentation● Multimedia presentation● Oral presentation● Written report
---	--

Unit 3 & 4

Nature of the Study

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 3:

Outcome 1

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

Outcome 2

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

Assessment

Unit 3- 25%

Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles. 50 marks

A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise. 25 marks

Unit 4:

Outcome 1

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

Outcome 2

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

Assessment

Unit 4- 25%

A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness. 30 marks

A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained. 25 marks.

A written report that will draw on the personal experiences recorded in the folio to

A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.

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

25 marks.

design a six-week training program for a given case study. 25 marks.

A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance:

- a case study analysis
- a data analysis
- structured questions.

20 marks.

Assessment

End-of-year Written examination (50%)

Students will be required to respond to a series of questions related to Units 3 and 4.

PHYSICS

Nature of the Study

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

Unit 1 & 2

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming,

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

medical treatment, electrical home safety and Australian energy needs.

Area of Study

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Outcomes

On completion of this unit students should be able to:

1. model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Data analysis
- Problem solving
- Tests
- Exam

Area of Study

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

Outcomes

On completion of this unit students should be able to:

1. should be able to investigate, analyse, mathematically model and apply force, energy and motion.
2. should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment

Assessment tasks for this unit are:

- Practical activities
- Research tasks
- Scientific poster
- Oral presentation
- Problem solving
- Tests
- Exam

Unit 3 & 4

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. 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.

Area of Study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Outcomes

On completion of this unit students should be able to:

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

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

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.

Area of Study

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

Outcomes

On completion of this unit students should be able to:

1. apply wave concepts to analyse, interpret and explain the behaviour of light.
2. provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary

	<p>quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster.</p>
<p>Assessment</p> <p>Unit 3 School – assessed coursework (21%) Outcomes 1, 2 and 3</p> <p>Unit 4 School – assessed coursework (19%) Outcomes 1 and 2 Outcome 3 (can be completed in Unit 3)</p> <p>End – of – year 2.5 hour written examination (60%) Students will answer a series of questions relating to both Area of Study in Unit 3 and 4.</p>	

PRODUCT DESIGN AND TECHNOLOGY (WOOD, METAL AND PLASTICS)

Nature of the Study

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

In all Design and Technology units taught at this College a variety of materials including metals, woods and plastics are used to provide the basis of production activities

Unit 1 & 2

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

Areas of Study

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

Outcomes

On completion of this unit the student should be able to

- Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability
- Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design

Assessment

Assessment tasks for this unit may include:

1. design folios
2. production work and records of production and modifications
3. multimedia presentations supported by speaker's notes
4. short written reports
5. case study analysis
6. oral reports supported by notes and/or visual materials

Unit 2: Collaborative Design

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range or based on a theme, or component of a group product. They research and refer to a chosen style or movement. In Area of Study 2 the product produced individually or collectively is evaluated.

Areas of Study

- Designing within a team
- Producing and evaluating within a team

Outcomes

On completion of this unit the student should be able to

- Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
- Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product against the design brief.

Assessment

Assessment tasks for this unit may include:

1. design folios
2. production work and records of production and modifications
3. multimedia presentations supported by speaker's notes
4. short written reports
5. oral reports supported by notes and/or visual materials

Unit 3 & 4

<p>Unit 3: Applying the Product Design Process</p> <p>In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.</p> <p>Areas of study</p> <ul style="list-style-type: none">● Designing for end-user/s● Product development in industry● Designing for others <p>Outcomes</p> <p>On completion of this unit the student should be able to</p> <ul style="list-style-type: none">● Explain the roles of the designer, client and/or end user/s, the Product design process and its initial stages, including investigation and defining a design problem, and explain how the design process leads to product design and development● Explain and analyse influences on the design, development and manufacture of products within industrial settings● Present a folio that documents the product design process used while working as a designer to meet the needs of a client and/or an end-user <p>Assessment</p> <p>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</p>	<p>Unit 4: Product Development, and Evaluation</p> <p>In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.</p> <p>Areas of study</p> <ul style="list-style-type: none">● Product analysis and comparison● Product manufacture● Product evaluation <p>Outcomes</p> <p>On completion of this unit the student should be able to</p> <ul style="list-style-type: none">● Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques● Competently and safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently● Evaluate the outcomes of the design, planning and production activities, explain the products design features to the client and/or end-user and outline its care requirements <p>Assessment</p> <p>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</p>
--	---

Assessment

Units 3 and 4 School-assessed Coursework (20%)

Units 3 and 4 School-assessed Task (50%)

End-of-year written examination (30%)

Reading Time: 15 minutes

Writing Time: 1 hour 30 minutes

PSYCHOLOGY

Nature of the Study

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

Units 1 & 2

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Areas of Study

- What influences psychological development?

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

Outcomes

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

- Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Assessment

Assessment tasks for this unit may include:

- Practical activities
- Research investigation
- Media analysis
- Tests
- Exam

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Outcomes

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

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment

Assessment tasks for this unit may include:

- Practical activities
- Research investigation
- Scientific poster
- Media analysis
- Tests
- Exam

Units 3 & 4

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM)

biological, psychological and social factors that influence learning and memory.

Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Areas of Study

How does the nervous system enable psychological functioning?

How do people learn and remember?

Outcomes

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

Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Areas of Study

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

Outcomes

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

- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and

		method, results, discussion and conclusion in a scientific poster.		
Assessment				
Unit	Outcome number	Marks per School Assessed Coursework task	Total each unit	Marks for the year
U3				
	1	40		
	2	40		
			80	
U4				
	1	40		
	2	40		
	3	40		
			120	
				200

STUDIO ARTS – PHOTOGRAPHY OR MIXED MEDIA

Art Making and Exhibiting

Nature of the Study

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

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

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

Unit 1 & 2

Studio Arts – Photography is a photographic course designed for students to develop and extend their skills in digital photographic medium.

Studio Arts – Mixed Media offers the opportunity to use different studio productions skills such as painting, drawing, sculpture, printmaking and mixed media.

Students are only able to enrol in one of these streams.

<p style="text-align: center;">Unit 1: <i>Explore, expand and investigate</i></p> <p>In this unit students explore the different ways artists use materials, techniques and processes. The students’ own exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Explore- materials, techniques and art forms ● Expand- make, present and reflect ● Investigate- research and present <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Record and document art making in the Visual Arts journal using written and visual material 2. Develop at least one finished artwork from the experimental works completed in Area of Study 1 3. Present information about Australian artists in a format appropriate for a proposed exhibition <p>Assessment</p> <p>Assessment tasks for this unit are:</p>	<p style="text-align: center;">Unit 2: <i>Understand, develop and resolve</i></p> <p>In Unit 2 students continue to research how artworks use aesthetic qualities to represent ideas. They investigate how artworks are displayed to audiences, and how ideas are represented to communicate meaning.</p> <p>Students plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Understand- ideas, artworks and exhibition ● Develop- theme, aesthetic qualities and style ● Resolve- ideas, subject matter and style <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers 2. Understand how to use materials, techniques and processes in combination with art elements and art principles to create aesthetic qualities in their experimental artworks 3. progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork. <p>Assessment</p> <p>Assessment tasks for this unit are:</p>
---	---

<ul style="list-style-type: none"> ● Visual Art journal- students record and document art making in the Visual Arts journal using written and visual material ● At least one finished artwork which demonstrates the effective use of materials and techniques in a specific art form ● Exhibition presentation- Students present information about three Australian artists and their artworks. ● Exam 	<ul style="list-style-type: none"> ● Exhibition plan- students design and curate a thematic exhibition of six artworks ● A series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion. ● At least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal. ● Exam
---	---

Unit 3 & 4

<p style="text-align: center;">Unit 3 <i>Collect, extend and connect</i></p> <p>In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.</p> <p>Students use their Visual Arts journal to record their art making, where they record their research of artists, artworks and collected ideas. They also investigate how artists use visual language to represent ideas and meaning in artworks.</p> <p>Students research an exhibition space and the role a curator has in planning and writing information about an exhibition.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Collect—inspirations, influences, images ● Extend – make, critique and reflect ● Connect – curate, design and propose <p>Outcomes</p> <p>On completion of this unit students should be able to:</p>
--

<p style="text-align: center;">Unit 4 <i>Consolidate, present and conserve</i></p> <p>In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. They document and reflect on their selected finished artworks.</p> <p>Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> ● Consolidate – refine and resolve ● Present – plan and critique ● Conserve – present and care <p>Outcomes</p> <p>On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Refine and resolve at least one finished artwork in a specific art form and document
--

1. Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
2. Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
3. Research and plan an exhibition of the artworks of three artists.

- the materials, techniques and processes used in art making.
2. Plan and display at least one finished artwork in a specific art form, and present a critique.
3. Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

Assessment

Unit 3 SAT 30%

Assessment takes the form of a folio that explores three artists' development of subject matter, materials and techniques. Students then also explore their own materials and techniques development in their folio. Their folio is presented in a critique to their class, they gather feedback, and create at least one finished artwork as a result.

Unit 4 SAT 30%

Assessment includes at least one final artwork that expands on the folio development and artworks completed in Unit 3. The planning for the display of this artwork is shown in their folio. Students also present and display a critique of at least one finished artworks to their peers or other group.

Unit 3 SAC 5%

Students research and present an exhibition proposal and plan with written and visual material for the artworks of three artists, choosing two artworks by each artist.

Unit 4 SAC 5%

Students present a case study with written and visual material outlining the care of a selected artwork viewed in the current year of study, and the conservation methods used for the display of their own works.

Exam: 30%

End of year exam covers the theory learnt throughout Units 3&4. Students also write about their own studio process throughout the year, including their use of materials and techniques and the conservation and presentation of their own artworks.

* Please note the above information is the most recent information provided by VCAA at the time of writing.

SYSTEMS ENGINEERING

Nature of the Study

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle. Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance through innovation processes. Lean, agile and fast prototyping engineering and manufacturing concepts and systems thinking are integral to this study.

Unit 1 & 2

<p><i>Mechanical Systems</i></p> <p>This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages.</p> <p>While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> • Mechanical system design • Producing and evaluating mechanical system <p>Outcomes On completion of this unit students should be able to:</p>	<p><i>Electrotechnological systems</i></p> <p>In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> • Electrotechnological systems design • Producing and evaluating electrotechnological systems <p>Outcomes On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> • Investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and
---	---

<ul style="list-style-type: none"> Describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process. Produce, test, diagnose and evaluate a mechanical system using the systems engineering process. <p>Assessment Assessment tasks for this unit may include:</p> <ol style="list-style-type: none"> Design folios Production work and records of production and modifications Practical experiments Tests Case study analysis 	<p>components, and design and plan an electrotechnological system using the systems engineering process.</p> <ul style="list-style-type: none"> Produce, test and evaluate an electrotechnological system, using the systems engineering process <p>Assessment Assessment tasks for this unit may include:</p> <ol style="list-style-type: none"> Design folios Production work and records of production and modifications Practical experiments Tests Written reports
--	--

THEATRE STUDIES

Unit 1 & 2

Nature of the Study

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft (including acting), to study the nature, diversity and characteristics of theatre as an art form. This knowledge is applied through use of stagecraft to collaboratively interpret play scripts in performance. Through contribution to the production of plays and play scripts in performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

<p>Unit 1: <i>Theatrical Styles of the Pre-Modern Era</i></p> <p>This unit focuses on the application of acting and other stagecraft in relation to theatrical styles from the pre-modern era. This includes performance analysis of a play from the pre-modern era in performance.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> Interpretation of play scripts and production of plays from the pre-modern era. Analysing a play in performance 	<p>Unit 2: <i>Theatrical Styles of the Modern Era</i></p> <p>This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from 1920's to the present. This includes performance analysis of a play from the modern era in performance.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> Interpretation of play scripts and production of plays from the modern era.
--	---

<p>Outcomes On completion of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the distinguishing features of play scripts from the pre-modern era 2. Apply acting and other stagecraft to interpret play scripts from the pre-modern era 3. Analyse a performance of a play script from the pre-modern era in performance <p>Assessment</p> <ul style="list-style-type: none"> ● performance of plays or excerpts from plays from the pre-modern era ● use and application of stagecraft to realise these performances, e.g., lighting, costume, stage design, make-up, direction, etc. ● theatre history assignments 	<ul style="list-style-type: none"> ● Analysing a play in performance. <p>Outcomes On completion of this unit students should be able to</p> <ol style="list-style-type: none"> 1. Identify and describe the distinguishing features of play scripts from the modern era. 2. Apply stagecraft to interpret play scripts from the modern era 3. Analyse and evaluate stagecraft in a performance from the modern era <p>Assessment</p> <ul style="list-style-type: none"> ● rehearsal and performance of a play or excerpts from plays from the modern era ● use and application of stagecraft to realise these performances, e.g., lighting, costume, stage design, make-up, direction, etc. ● theatre history assignments ● identifying the characteristics that defined the modern era in students' own production
--	---

Unit 3 & 4

<p>Unit 3: <i>Playscript Interpretation</i></p> <p>This unit focuses on an interpretation of a play script through the three designated stages of production: planning, development, and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a required performance selected from the Theatre Studies Unit 3 Play list and analyse and evaluate the interpretation of the play script in the performance.</p> <p>Outcomes On completion of this unit students should be able to:</p> <ul style="list-style-type: none"> ● Apply stagecraft to interpret a play script for performance to an audience
--

<p>Unit 4: <i>Performance Interpretation</i></p> <p>In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) and develop a theatrical brief that includes either the creation of a character by an actor, stagecraft possibilities, and appropriate research or a brief in the form of a presentation, if on associated stagecraft to support the monologue. Students interpret a monologue from with a specified scene through acting or another appropriate area of stagecraft. Students attend a prescribed performance and analyse and evaluate acting in the production.</p> <p>Outcomes On completion of this unit students should be able to:</p>
--

<p>and demonstrate understanding of the stages of the production process</p> <ul style="list-style-type: none"> Analyse the use of stagecraft in the development of a play script, incorporating the specifications appropriate for each stage of the production process Analyse and evaluate ways in which a written play script selected from the prescribed play list is interpreted in its production to an audience 	<ul style="list-style-type: none"> Present an interpretation of a monologue from a play script Develop a theatrical brief that presents an interpretation of a scene Analyse and evaluate acting in a production from the prescribed play list
<p>Assessment Unit 3 school-assessed coursework: 30% Unit 4 school-assessed coursework: 15% End of year performance examination: 25% (monologue performance assessed by external panel) End of year written examination: 30%</p>	

VISUAL COMMUNICATION DESIGN

Unit 1 & 2

Nature of the Study

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements and principles, and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

<p>Unit 1: Introduction to Visual Communication Design</p> <p>The main purpose of this study is to enable students to develop an understanding of freehand drawing including drawing from direct observation. Students develop practical skills in the application of appropriate drawing methods using the design elements and principles, and information and communication technology. The unit also introduces students to the importance of social, historical and technological changes upon the development of design through time.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> Drawing as a means of communication Design elements/principles Visual Communications in context 	<p>Unit 2: Application of Visual Communication within design fields</p> <p>The main purpose of Unit 2 is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrument drawing and the use of information and communication technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated. Students will also learn how to manipulate type and imagery.</p> <p>Areas of Study</p> <ul style="list-style-type: none"> Technical drawing in context Type and imagery in context Applying the design process
--	---

Outcomes

On completion of this unit students should be able to:
 draw from direct observation, in proportion, and render the drawings
 apply and explore design elements and principles to satisfy stated purpose
 analyse examples of visual communication and explain how they communicate ideas and information and reflect influences

Assessment

Assessment tasks for this unit are:

- folio of freehand and observational drawings of objects that show one-point and two-point perspective drawing, rendering techniques, proportion, scale, relationship of objects
- folio of visual communications that use design elements and principles to satisfy stated purpose(s)
- written response supported by visual material, that describes and analyses contemporary and historical examples

Outcomes

On completion of this unit students should be able to:

1. Instrumental Drawing folio of work.
2. Type and Imagery folio of work
3. Applying the design process to develop a visual communication solution to a set task that is student driven.

Assessment

Assessment tasks for this unit are:

- folio of visual communication solutions to set tasks
- folio of typography and image ideas and concepts created using manual and digital methods
- folio of technical drawings created using manual and/or digital methods
- written and/or oral descriptions and analysis of historical and contemporary Typography examples
- folio demonstrating the design process created using manual and/or digital methods

Unit 3 & 4

Unit 3: Visual Communication Design Practices

Areas of Study

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Outcomes

On completion of this unit students should be able to:

1. create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications

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.

2. describe how visual communications are designed and produced in the design industry and explain factors that influence these practices
3. apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief

Areas of study

- Development, refinement and evaluation
- Final presentations
- End of Year Examination

Outcomes

On completion of this unit students should be able to:

1. develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief using manual and digital methods, media and materials
2. produce two distinct final visual communication presentations that satisfy the requirements of the brief
3. devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief

Assessment

Unit 3

School assessed coursework (25%)

Based upon Outcomes 1 and 2.

Unit 4

School assessed task (40%)

Based upon Outcomes 1, 2 and 3.

End-of-year written examination (35%)

Students will answer a set of questions. The questions will relate to all outcomes in all areas of study in Units 1, 2, 3 and 4.

APPENDIX 1 – KEY TERMS

Victorian Curriculum and Assessment Authority (VCAA) A Victorian State Government authority responsible to the Minister of Education for conducting the VCE, among other things.

Coursework Assessment The assessment of work, done mainly in class time, to establish how you are performing in Units 3 and 4. It must conform to the Study Design.

Australian Tertiary Admission Rank (ATAR) – formerly known as ENTER It is the overall ranking on a scale of 0-99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses.

General Achievement Test (GAT) A test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed coursework to the same standard. It doesn't count towards your VCE graduation, but your GAT results are reported to you with your Statement of Results.

Outcomes What you must know, or be able to do, by the time you have finished a unit.

Satisfactory completion In plain language, this means you have passed a unit. You get an 'S' for the unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

School-assessed task (SAT) An on-going task done in school to assess how you are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications.

Semester One half of the academic year. Most units last for one semester.

Sequence The order in which you do your units, for example, a Unit 3 and 4 sequence.

State Reviewer An expert in a particular study, appointed by the Victorian Curriculum and Assessment Authority to supervise school-based assessment in that study.

Statement of Results A set of documents which formally state the results you achieved in the VCE, and whether you have graduated.

Studies The subjects available in the VCE.

Study Design The description of the content of a study, and how students' work is to be assessed. A Study Design for each VCE study is published by the Victorian Curriculum and Assessment Authority. Schools and other VCE providers must adhere to the study designs.

Study Score (Relative Position) A score from zero to 50 which shows how you performed in a study, relative to all other students doing that same study. It is based on your results in school assessments and examinations.

Units The parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

Victorian Tertiary Admissions Centre (VTAC) This body is responsible for the compilation of tertiary entrance requirements and determining aggregate scores for all Victorian universities and most TAFE college courses.

Vocational Education and Training (VET) This refers to an expanding range of nationally recognised vocational studies now integrated within the VCE.

Victorian Qualifications Authority (VQA) This body is responsible for safeguarding the standard of Victorian qualifications.

APPENDIX 2 – ASSESSMENT AND REPORTING

Units 1 and 2

Assessment of levels of performance for each unit 1 and 2 studied during the first year of the VCE will be determined by the school. Reporting of this assessment is conducted by the College in the following ways:

- 6 Compass cycle reports comprising learning tasks and SAC scores
- The letter symbol, through Compass, “S” (Satisfactory Completion) or “N” (Non-satisfactory completion) each unit as a whole.
- Written feedback by the teachers on student work and through assessment rubrics

Results regarding the satisfactory or non-satisfactory completion of each unit will be forwarded to the Victorian Curriculum and Assessment Authority. Students will receive a Statement of Results from the Victorian Curriculum and Assessment Authority at the completion of each year of study indicating an "S" or "N" for each unit. These results will contribute towards the award of the VCE.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will administer the assessment of all students undertaking Units 3 and 4. Each sequence of Units 3 and 4 includes a School Assessed Coursework/Tasks and written examination(s), which are used to assess students' levels of performance on key aspects of the units.

Students satisfactorily completing the requirements of the VCE will be awarded a VCE Certificate.

The following statement of results will be issued for students who have completed Year 12.

- A statement of results giving the result S or N for each unit attempted for the VCE.
- A separate statement of results for Units 3 and 4.
- A statement of results giving a summary of the grades for examinations, coursework and school-assessed tasks.
- A statement of GAT results including the state mean.

General Achievement Test

Students undertaking any Unit 3/4 studies are required to take the General Achievement Test. The prime purpose of the General Achievement Test (GAT) is to provide a common basis for comparing and monitoring the distribution of results for coursework and school-assessed tasks submitted to VCAA by each school or group of schools.

The GAT will be used to statistically check the distribution of school assessments.

Attendance Requirement

Students need to attend sufficient class time to undertake the coursework, school-assessed tasks and complete learning outcomes. Work done in class time is necessary to allow work to be authenticated.

Students are expected to attend school at all times. At East Doncaster Secondary College there is a minimum of 90% attendance requirement needed to fulfil the coursework and complete the learning outcomes. Absences, including illness, must be covered by appropriate documentation. Students who

are absent without the permission of the College may be recorded by the College as 'Unexplained absence'. A failure to meet the 90% attendance requirement may result in an 'N' for that unit of study.

A 'J' symbol enables the college to terminate the enrolment of a student who is not attending, but who has not officially withdrawn by signing a withdrawal form. Such students will receive no results on the end of unit report provided by VCAA.

VTAC will treat all units with a 'J' result as an 'N' for scoring purposes.

APPENDIX 3 – TERTIARY ENTRANCE REQUIREMENTS

VTAC is responsible for assessing your minimum tertiary entrance requirement status. To assist students confirm tertiary entrance requirements VTAC publish the VICTER (Victorian Tertiary Entrance Requirements) annually. See: <http://www.vtac.edu.au/publications>. Students should take great care to confirm the tertiary requirements for their future studies through close study of the relevant publications, in addition to discussions with the Careers & Pathways Coordinator, Level Coordinators and directly with the tertiary institutions concerned. Please note: Most TAFE (VET) courses have no minimum tertiary entrance requirements.

Requirements for entrance

In order to be eligible for admission to a course of study at any of the Victorian tertiary institutions, applicants must usually satisfy:

- The minimum institutional entrance requirements and
- Any specific course or other requirements including prerequisites of the individual courses concerned.

These will be set out in the VICTER and the relevant course guides of the institutions. Once eligibility has been established applicants can then be considered with other eligible applicants for a quota place.

NOTE:

- An English study is required for entry to many courses.
- Only some Higher Education providers will consider senior secondary completion such as Senior VCAL in lieu of VCE completion. Check with individual institutions for their entrance requirements.

Minimum entrance requirements

You will meet minimum tertiary entrance requirements for general entry in to higher education courses if you have any of the following:

- The satisfactory completion of the VCE, and
- The satisfactory completion of Units 3 and 4 of an English study completed in the one year.

Special requirements apply for 'those returning to study' other qualifications and certain cases of disadvantage.

Methods of selection

Courses can use different models for selection of students:

- A rank order (ATAR – appendix 5) derived from VCE results and/or
- A rank order derived from an index of criteria which may include reference to VCE results. Included in the index are interviews, folios, pre-selection tests, etc
- TAFE courses not requiring an ATAR will be based on an alternative criteria such as an interview, folio and/or test

APPENDIX 4 – TERTIARY ENTRANCE RANK

Development of Australian Tertiary Admission Rank (ATAR)

Each student undertaking a VCE unit 3 and 4 study will receive from the Victorian Curriculum and Assessment Authority:

- A letter grade for each assessment component in that study,
- A VCE study score (relative position) for that study, indicating the student's position in the cohort of students taking the study. This will be a numerical score out of 50. The study score is not a score out of 50. It is a ranking or relative position which shows a student's performance compared with all other students who took that study in that year. A student with a study score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a study score of 40 has performed better than about 91% of all students who did that study.

The rank order derived from VCE results is expressed as an ATAR. These are developed from an aggregate produced by adding:

- The scaled score in English, EAL or Literature (Units 3 & 4)
- The next best three scaled scores (Units 3 & 4)
- 10% of any fifth and/or sixth scaled score, ranking candidates in order of these aggregates.

General principles

- The primary four refers to studies that will be counted first when creating an ATAR. These are an English study plus the three other studies with the highest scaled scores.
- As a result of government policy to encourage the study of languages, a further adjustment is made during the scaling process. Each Language is adjusted up by adding five to the initial VTAC scaled study score average.
- Only one of the following Unit 3 and 4 combinations can be used in the best six:
 - English/English as an Additional Language (EAL)
 - Chinese (FL)/Chinese (SL)/Chinese (SL Advanced)
 - Indonesian (FL)/Indonesian (SL)
 - Japanese (FL)/Japanese (SL)
 - Korean (FL)/Korean (SL)
 - Mathematical Methods/Mathematical Methods (CAS).

In each of the study areas of English, mathematics, history, Contemporary Australian studies, information technology, languages and music:

- At most two results can contribute to the primary four
- At most three results can contribute to the ATAR, be they VCE results, Higher Education study results, or VET results

Other studies that can be used in developing ATARs

Approved Higher Education (Extension) Studies in schools

Such studies are recognised as Higher Education studies contributing to completion of the VCE. If you are undertaking such a study, it may count as an increment (fifth or sixth study) in the ATAR provided

that it is passed. Upon satisfactory completion an increment will be awarded for the Higher Education study and will be determined as follows

- Where a student completes a Higher Education VCE study and the average mark over all the HE units awarded is at least 90, the Higher Education increment will be 5.0.
- Where a student completes a Higher Education VCE study and the average mark over all the HE units awarded is at least 80 but less than 90, the Higher Education increment will be 4.5.
- Where a student completes a Higher Education VCE study and the average mark over all the HE units awarded is at least 70 but less than 80, the Higher Education increment will be 4.0.
- Where a student completes a Higher Education VCE study and the average mark over all the HE units awarded is at least 60 but less than 70, the Higher Education increment will be 3.5.
- Where a student completes a Higher Education VCE study and the average mark over all the HE units awarded is at least 50 but less than 60, the Higher Education increment will be 3.0.

Restrictions on use of approved Higher Education studies in schools

- If your ATAR incorporates a Higher Education increment from any of the study areas of mathematics, English, languages, music, history or computer science/information technology then at most two VTAC scaled study scores may be used.

VET in Schools Program

VET programs that contribute to the VCE are used in the calculation of the ATAR as follows:

VCE VET Unit 3 and 4 sequences with scored assessment:

- Study scores are scaled and may be included in the calculation of the ATAR aggregate
- Where a scored assessment is available and you decide not to take it, no increment will be available.

VCE VET Unit 3 and 4 sequences with no scored assessment available:

- May be counted as fifth and sixth studies. The increment will be 10% of the average of the primary four VTAC scaled study scores.
- At most three (3) VCE VET Unit 3 and 4 sequences can contribute to the ATAR

Restriction on use of VFE Block Credit in the ATAR calculation

For ATARs calculated in 2015 and later VFE results can only be used in the calculation of an ATAR if there are fewer than 6 VCE or VCE VET studies available. If there are 6 or more VCE or VCE VET studies available, a VFE block credit result cannot be used.

APPENDIX 5 – TERTIARY SELECTION

Tertiary Entrance Ranks and selection

An ATAR will be issued only to applicants who have accumulated a minimum of four VCE study scores, including a score for an English study. Each applicant will receive an advice letter containing the ATAR from VTAC at the same time that they receive study scores from VCAA.

The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of that applicant amongst the relevant age group in the given year.

The highest rank therefore will be 99.95, the next highest 99.90, etc.

How the ATAR is used in selection

When the ATAR is used for selection of Year 12 applicants, it is a two-stage process.

First, selection officers identify those applicants who will definitely be offered a place on the basis of their ATAR alone. They exclude applicants who have not met the course entrance requirements.

Then selection officers consider the subject bonus of applicants whose ATAR is not high enough for automatic selection but is above the level that leads to automatic rejection. For these applicants, additional subject bonus criteria are used. These may include performance in specific studies (including those listed as prerequisites); performance in auditions, interviews, portfolios and aptitude tests; and special consideration for disadvantage affecting Year 12 performance or for specific equity groups.