2025 Course Information

Senior School

THE LORD IS MY LIGHT

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VCE Subjects

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VCE Subjects

VISUAL ARTS

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Learning in the Senior School

The Overnewton College Senior School is proud to pursue academic excellence within a well-rounded educational experience. In doing so, our students are best prepared for lifelong learning beyond the College and to contribute successfully to their future local, regional and global communities.

We believe that an excellent Senior School education combines rigorous academic learning with broader co-curricular learning including: sport, performance, service, spiritual and leadership experiences. We expect, value and celebrate excellence in academic progress, effort and achievement. We encourage our Years 10-12 students to share greater responsibility for their own learning and their futures. To that end, underpinning our Senior School is the principle that students, families and the College share responsibility for optimal educational outcomes.

Most of our graduates continue learning beyond Year 12 at universities or other tertiary institutions. Our experienced Senior School educators are constantly enhancing their professional knowledge, practice and qualifications. This expertise enables students to achieve results that optimise their tertiary learning choices. Students and staff in the Senior School work together in a supportive and collaborative learning environment that aims to fulfil the learning potential of each student.

Course planning, subject selection and post-Year 12 guidance is provided through our outstanding Careers Development program. Our Year Level structure, Mentor groups and clear procedures and policies encourage strong connection and communication between students, teachers and families. The development of examination skills forms part of the pedagogy and assessment for subjects that feature examinations at Year 12. These are some of the many ways the Senior School provides an environment that maximises opportunities for student learning success.

This Course Information publication provides an overview of the academic subjects and programmes available in the Senior School of Overnewton Anglican Community College. We hope you find this valuable.

The Year 10 Program

The Year 10 Program is developed around allowing student choice in the subjects they wish to study and pursue. It allows each individual to cater for their needs, evaluate their options and make decisions based on their future pathways. This program provides flexibility and engagement for students, as well as providing them with the necessary skills to move into a VCE program and life beyond the College.

At Year 10, subjects are a semester in length. Students undertake a total of six subjects in Semester One and six subjects in Semester Two. All Year 10 students undertake VCE Religion and Society Units 1 and 2 as part of their subject load.

GUIDELINES FOR SUBJECT SELECTION

Students will complete:

1. Units 1 and 2 VCE Religion and Society
2. Two units of English
3. Two units of Mathematics
4. Two units of Science
5. One unit of Core Humanities
6. Physical Education as a year-long subject
7. Three other subjects (where approved, this may include two units of VCE studies)

- **Students will also complete work experience.**

Students have access to Career Development staff for support throughout the subject selection process.

Please Note: It may not be possible for the College to run a class that is listed as offered if student numbers are too low.

THE AUSTRALIAN CURRICULUM

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) was designed as a two-year program of study to be undertaken by students in Years 11 and 12. In many schools in Victoria, Year 10 students have the option of completing some VCE studies.

Each school year is divided into two semesters and students are required to study semester based units of work. Therefore, two units are equivalent to one year long subject.

VCE units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). All VCE units taken at Years 10, 11 and 12 are recorded on the VCE Certificate. The units offered at the Year 10 and Year 11 levels will generally be Units 1 and 2 in each subject. In Year 12 students will study Units 3 and 4 of their chosen subjects. Only Units 3 and 4 are used in the calculation of the Australian Tertiary Admissions Rank or ATAR.

Students should refer to the Course Code section of this book for a complete list of the College's VCE program offerings, and note the following:

- It may not be possible for the College to run a class that is listed as offered if student numbers are too low.
- Courses are reviewed regularly by the Victorian Curriculum and Assessment Authority, and details may change from time to time. Information contained in this booklet is correct at the time of publication.

YEAR 11

In Year 11, all students are expected to undertake six studies (12 units).

Students must choose a minimum of one from the following three English courses:

- English Language Units 1 and 2
- Literature Units 1 and 2
- English Units 1 and 2

YEAR 12

In Year 12, students are expected to undertake five studies (10 units). Students who are approved for a Unit 3 and 4 study at Year 11 will also be required to complete five studies in Year 12. It is expected that a similar range of subjects will be offered each year, although the College is unable to guarantee that a subject will continue if student numbers drop to an unviable level.

SATISFACTORY COMPLETION OF THE VCE

In order to satisfactorily complete the VCE, a student must satisfactorily complete the equivalent of sixteen units. These sixteen units must include:

- at least three units from the English courses, which must include satisfactory in both units of the Unit 3 / 4 sequence
- three sequences of Units 3 and 4 studies other than English

The three units of English may be selected from VCE English/English as an Additional Language Units 1 to 4 (criteria for enrolment); English Language Unit 3 and 4; or Literature Units 3 and 4.

The sixteen units may include an unlimited number of units of Vocational and Education Training (VET).

Victorian Certificate of Education

The final years of secondary schooling offer students exciting and flexible opportunities. OACC offers students the opportunity to study a range of VCE and VET studies and school based apprenticeships and traineeships.

Our aim is to assist students best prepare for a range of post-secondary options, whether that involves further study at a Higher Education or Vocational Education level, commencing an apprenticeship or traineeship or proceeding directly to the workforce.

The College careers practitioners are available to assist students to identify and plan their preferred pathways.

HIGHER EDUCATION STUDIES IN THE VCE

The Higher Education Studies Program allows independent, high achieving Year 12 students the opportunity to include tertiary level studies as part of their VCE. The Higher Education Studies in the VCE Program offers both Extension and Advanced Standing studies.

Why pursue a Higher Education study?

Completing the Higher Education Program offers students access to a range of potential benefits, including:

- academic challenge in a broader range of studies
- credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- contribution towards satisfactory completion of the VCE as a Unit 3 and 4 sequence without a study score
- contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

ATAR INCREMENT

Where a student successfully completes a Higher Education study, and meets other Victorian Tertiary Admission Centre (VTAC) requirements, the study can contribute to the student's ATAR as a fifth or sixth study.

Further information on Higher Education Studies in the VCE is available from the Student Career Development Leader or https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx.

Victorian Certificate of Education

VOCATIONAL EDUCATION TRAINING

Vocational Education Training in the VCE combines general VCE studies with vocational training and work placement. It provides students with greater choice and scope to determine a pathway best suited to individual needs. Successful completion of a VET in the VCE program provides students with:

- dual accreditation. That is, students will be given credit towards their VCE and simultaneously attain a nationally recognised vocational certificate
- a contribution towards their final Australian Tertiary Admissions Rank (ATAR). Note: Students must confirm with the VCE Coordinator the ATAR contribution of their particular VET study.
- the ability to articulate into further vocational and training courses
- workplace experience including structured workplace training

Employers across Australia value the VET in the VCE program because it:

- contributes to the development of entry skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enables employers to use the program for selection purposes
- enables industry to participate in local community networks

Note: VET enrolment is dependent on external availability. Refer below for more information on VET.

- VET studies delivered by external providers cannot be picked up as a Unit 3/4 in Year 12.
- VET studies with external providers incur an additional tuition cost of approximately $1,500 – $4,000 per year.
- VET studies count towards the VCE and also towards the VCE Vocational Major.
- Students who complete a VET study with an external provider will be doing so off-campus. Some are afternoon or evening classes and some may be full days of training. They will have study periods over the course of their school week to catch up on any work missed.
- Expressing an interest in a VET subject does not guarantee securing a place.

VET CLUSTER

The local Brimbank VET cluster offers a range of VET courses. A separate course booklet can be obtained from the VCE Coordinator or http://www.bvc.vic.edu.au/.

VIRTUAL SCHOOL VICTORIA

Students may undertake selected subjects that the College does not offer via correspondence through the Virtual School Victoria (VSV). Details of subjects and the application process can be obtained from the VCE Coordinator or http://www.vsv.vic.edu.au/. Virtual School Victoria subjects will incur additional costs for parents.

VCE Vocational Major

The VCE Vocational Major is a program within the VCE. This certificate recognises vocational and applied learning pathways as equivalent to a traditional VCE but provides a more hands-on option for students in Years 11 and 12.

Students who undertake the VCE VM may choose this alternative because:

- The VCE VM program supports their individual learning needs more appropriately than a traditional VCE pathway.
- They hope to go on to training at TAFE.
- They intend to pursue an apprenticeship or traineeship post-secondary school.
- It allows them to complete a nationally recognised vocational training certificate at the same time as their senior secondary studies (e.g. VCE VET Certificate II in Sport and Recreation).

Students studying the VCE VM will undertake subjects offered in four semester length units, some of which may come from the VCE subject groups. However, all VCE VM students must study prescribed core subjects and at least one VCE VET certificate as part of their overall course.

Breadth and depth of study

The VCE VM provides consistent quality and greater access to vocational applied learning, whilst still allowing the opportunity for students to study some subjects from traditional VCE streams. Although some studies are compulsory, students should carefully choose subjects, and their VCE VET qualifications, to prepare them for a range of possible career options.

Pursue interests and develop talents

Students are advised to choose subjects that they enjoy, as they often perform better in these units. The VCE VM recognises vocational and applied learning pathways as equal to the VCE, and an opportunity to improve student outcomes, whilst supporting a transition to a career that they will find fulfilling and rewarding.

Students who undertake the VCE VM are well placed to transition to:

- Apprenticeships
- Traineeships
- Full time employment
- Further education and training, such as TAFE or private tertiary institution (where an ATAR is NOT required)

VCE Vocational Major

ASSESSMENT

Students studying the VCE VM will have standards-based assessment and SACs for any VCE subjects, but will not be required to sit internal semester exams and external VCAA examinations and will not receive an ATAR.

A VCE VM unit is structured as a VCE Study Design with Units, Areas of Study and Outcomes.

Satisfactory completion of a unit is based on whether the student has demonstrated the set of outcomes specified for that unit. A range of school-based assessment opportunities, including projects and practical assessments, are used for students to demonstrate key knowledge and key skills under the guidance and supervision of the subject teacher.

Although some VCE VM students may undertake additional VCE subjects (which they will receive credit for if satisfactorily completed), there are no external or examination-style assessments, except for some VET subjects and the GAT.

Students undertaking the VCE VM will not receive a study score for each subject and therefore no calculation of the ATAR is possible. An ATAR is used to gain immediate entry into a university course after Year 12. It is important that all students understand the pathways and options the VCE VM certificate provides after completion at Year 12.

Note: VCE VM students may still be able to access university, however this will need to be through alternate entry programs that do not require an ATAR for selection.

VCAA REQUIREMENT FOR VCE VM COMPLETION

To be awarded your VCE VM certificate, students must satisfactorily complete a minimum of 16 units of study. These must include:

- 3 VM Literacy or VCE English units
- 2 VM Numeracy or VCE Mathematics units
- 2 VM Work Related Skills units
- 2 VM Personal Development Skills and
- 2 VCE VET credits at Certificate II level or above (180 hours)

In addition, students will have an opportunity to complete two units of Structured Workplace Learning Recognition. Remaining units can be drawn from VCE Units or additional VCE VET certificates (subject to timetabling constraints).

VET stands for Vocational Education and Training. The VET component is compulsory within a VCE VM program because students focus on developing their own industry skills within an area of interest. The VET component of the course also results in more qualifications that are highly considered by employers, and further study tertiary institutions, within the area of study.

VCE VM SUBJECTS

The following subjects are offered at Units 1-4 inclusive. All VCE VM students MUST study Work Related Skills, Personal Development Skills and Structured Workplace Learning. All VCE VM students will have an option to study either VCE VM Literacy or VCE English units, and VCE VM Numeracy or VCE Mathematics units.

Please Note: A subject levy applies to VM subjects (see Subject Cost Schedule for details).

VCE Vocational Major

STRUCTURED WORKPLACE LEARNING RECOGNITION FOR VET

UNITS 1 AND 2

Structured Workplace Learning Recognition (SWLR) provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace with nationally recognised VET undertaken as part of the VCE.

For Unit 1, students will participate in 10-day block placements in each semester during the examination periods of June and November. SWLR is available for students who undertake SWL in an industry aligned to the VCE VET program they are enrolled in.

For Unit 2, SWL recognition is also available for students undertaking a school-based apprenticeship or traineeship (SBAT) or through completing 10 days of work placement in the area of their VET study. In order to receive VCE credit, students need to maintain and complete their Workplace Learning Record and must complete at least 10 days of work placement.

What is the difference between SWL and SWLR?

It is important to distinguish between Structured Workplace Learning (SWL) and Structured Workplace Learning Recognition (SWLR).

Structured Workplace Learning (SWL)

SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

Students can, and are strongly encouraged to, undertake SWL as part of their VET to gain hands on experience and on-the-job training linked to their VET and can do SWL without doing the SWLR units within this study design.

Structured Workplace Learning Recognition (SWLR)

SWLR is the credit students can receive towards their VCE from the formal recognition of the SWL placement. From 2024, credits will be awarded through the satisfactory completion of the VCE units contained within the Structured Workplace Learning Recognition for VET Unit 1 and Unit 2.

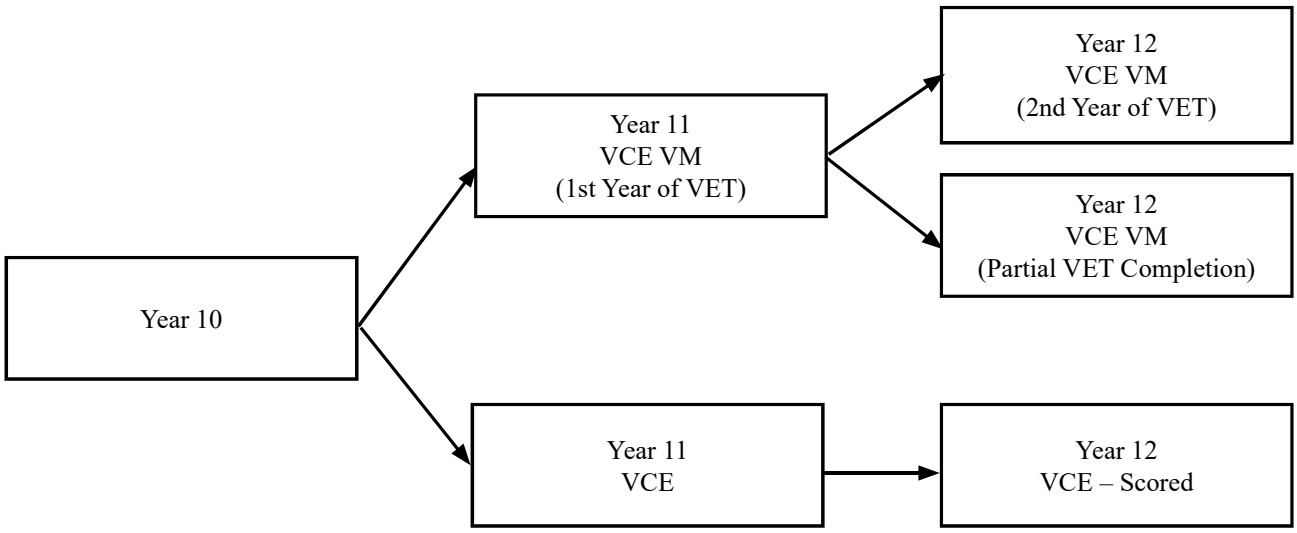
It provides students with the opportunity to experience, investigate, document and reflect on on-the-job-learning and workplace skills acquired through an authentic work placement in an industry aligned with their VCE VET qualification or school-based apprenticeship or traineeship (SBAT).

VCE Vocational Major

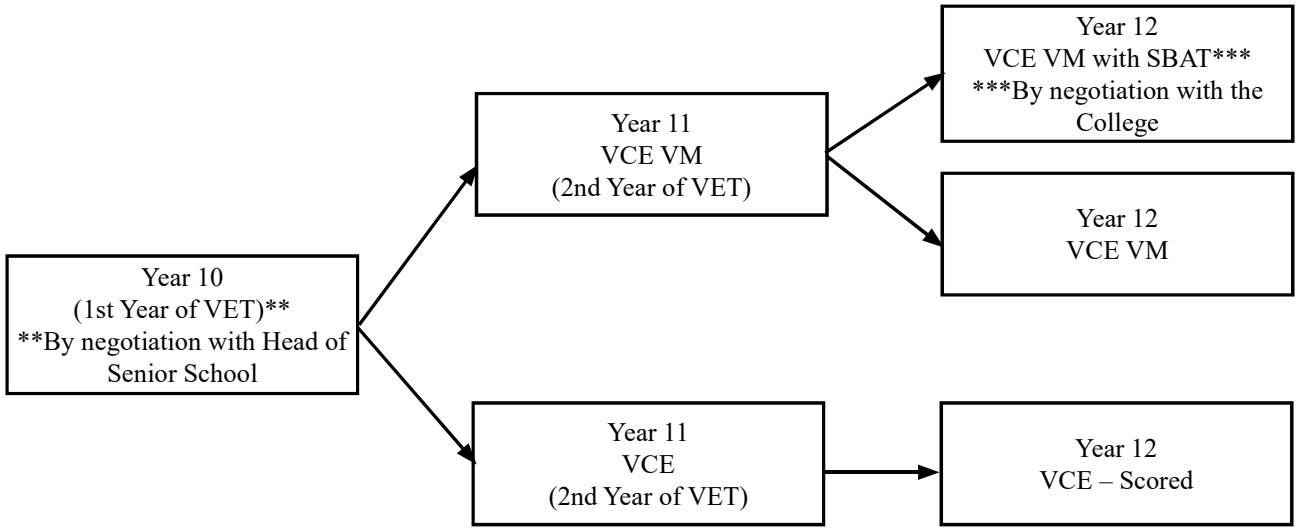
Senior School Pathways

***All subject pathways are negotiated and approved by the College.**

No VET in Year 10

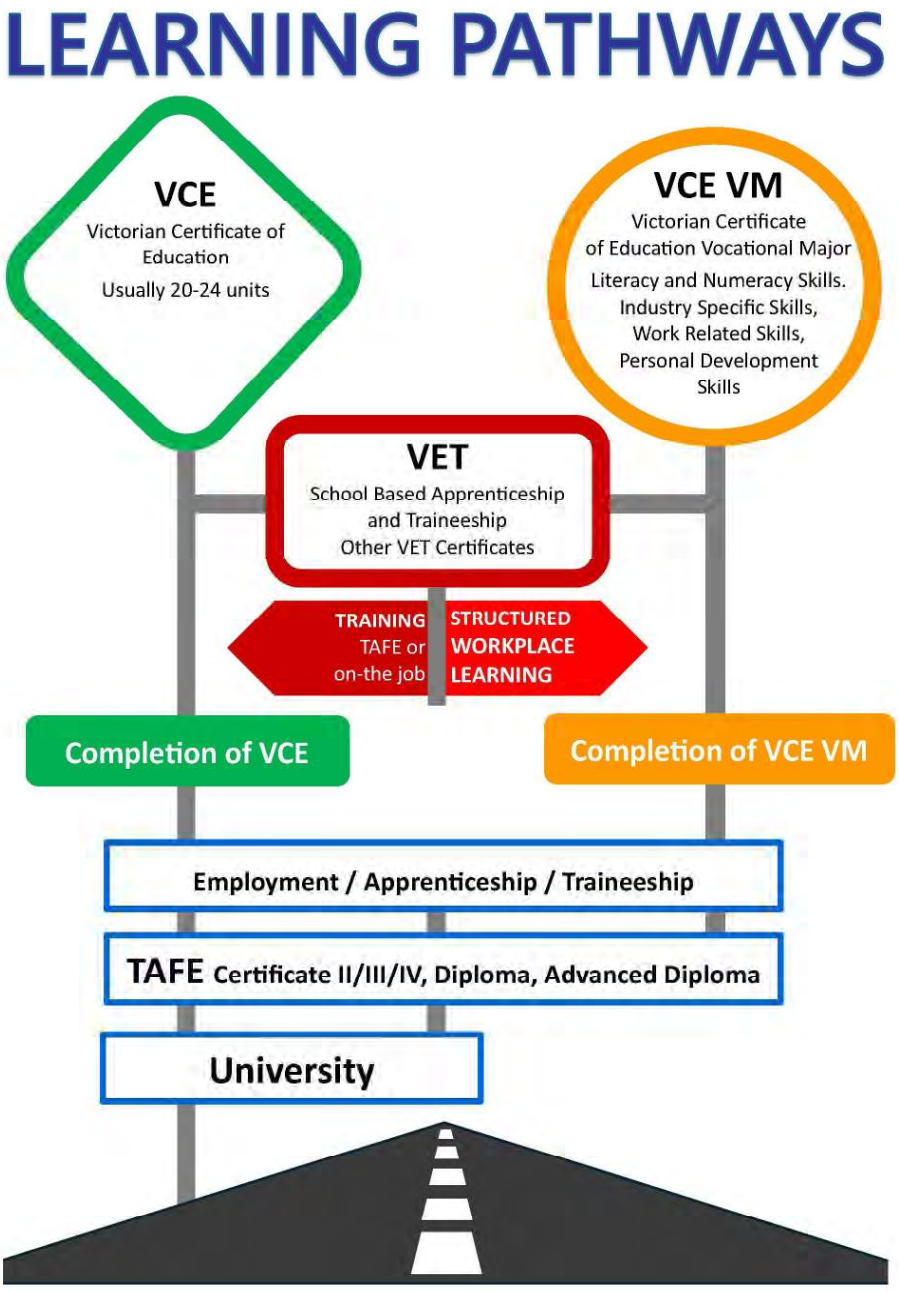


VET in Year 10 (subject to approval)



Please Note: A subject levy applies to VM subjects (see Subject Cost Schedule for details).

VCE Vocational Major



VCE Acceleration – Year 10

Students may apply to take an accelerated VCE Units 1-2 sequence in Year 10.

If this is requested, teachers and parents should be able to see evidence of readily demonstrable qualities that would equip the student with the degree of scholarship required for that VCE subject. Such qualities would include:

- commitment and perseverance in all academic and co-curricular endeavours
- academic achievement of at least a B+ average in each subject undertaken (at time of application)
- ability to be organised and plan assessment and study requirements
- demonstrated maturity and resilience

If students meet the above requirements, we would highly recommend that they submit an application to undertake an accelerated subject.

The VCE Acceleration Panel will make a decision on the merit of each application.

UNITS 1-2 SUBJECTS ELIGIBLE FOR ACCELERATION

Humanities Faculty
Accounting
Business Management
Geography
Australian and Global Politics
History
Legal Studies

Mathematics Faculty
General Mathematics – *by invitation: must have completed either Year 9 Extension Mathematics or 10 Mathematical Methods*
Mathematical Methods – *by invitation: must have completed 10 Mathematical Methods*

Physical Education
Health and Human Development
Outdoor and Environmental Studies – *ability to actively participate in the required practical activities*
Physical Education

Science Faculty
Biology
Psychology

Technologies Faculty
Applied Computing – *high level of digital literacy shown in Years 8 or 9 Digitech classes*

Visual Arts Faculty
Art – *must have completed one or more units of Art elective prior to acceptance*
Media – *must demonstrate their ability in the area of Media by submitting samples of their work and have an interview with Media staff*
Visual Communications – *must demonstrate their ability in the area of VCD by submitting samples of their work and have an interview with VCD staff and Head of Faculty*

VCE Considerations – Years 11&12

Subjects	Approved Acceleration	Recommendations
English Faculty		
English Units 1 and 2	No	None
English Units 3 and 4	No	Completed Units 1 and 2 of English, Literature and/or English Language
English Language Units 1 and 2	Yes	High level literacy and analytical skills
English Language Units 3 and 4	Yes	Unit 1 recommended, Unit 2 is not so integral
Literature Units 1 and 2	Yes	High level literacy and analytical skills and 'love' of literature. High level achievement in English
Literature Units 3 and 4	Yes	Recommended Units 1 and 2 for Year 11's. High level literacy and analytical skills; 'love' of literature; high level of achievement in English
Humanities Faculty		
Accounting Units 1 and 2	Yes	High level numeracy and analytical skills
Accounting Units 3 and 4	Yes	Units 1 and 2. High level numeracy and analytical skills
Business Management Units 1 and 2	Yes	None
Business Management Units 3 and 4	Yes	High level literacy and analytical skills
Economics Units 1 and 2	Yes	High level literacy and analytical skills
Economics Units 3 and 4	Yes	Units 1 and 2 strongly recommended. High level literacy and analytical skills
Geography Units 1 and 2	Yes	It is required that Year 10s have high level literacy and analytical skills for Units 1 and 2
Geography Units 3 and 4	Yes	Units 1 and 2 recommended. High level literacy and analytical skills
Australian and Global Politics Units 1 and 2	Yes	It is required that Year 10s have high level literacy and analytical skills for Units 1 and 2
Global Politics Units 3 and 4	Yes	It is required that Year 11s have high level literacy and analytical skills
History: Modern History Units 1 and 2	Yes	It is required that Year 10s have high level literacy and analytical skills for Units 1 and 2
History: Revolutions Units 3 and 4	Yes	Units 1 and 2 strongly recommended. High level literacy and analytical skills
Legal Studies Units 1 and 2	Yes	It is required that Year 10s have high level literacy and analytical skills for Units 1 and 2
Legal Studies Units 3 and 4	Yes	High level literacy and analytical skills

VCE Considerations – Years 11&12

Subjects	Approved Acceleration	Recommendations
Languages Faculty		
Chinese Units 1 and 2	Yes	Must have completed Year 10 Chinese. If students are accelerating, they will need to demonstrate equivalent knowledge and skills in an interview and written test in Chinese for the Senior Language Teacher. This will take place in August
Indonesian Units 3 and 4	No	Must have completed Indonesian Units 1 and 2 or minimum of 200 hours of language recommended prior to commencing Year 12
Mathematics Faculty		
General Mathematics Units 3 and 4	Yes	Completed Units 1 and 2 of either General Mathematics with a minimum of a B^+ average or Mathematical Methods with a minimum of a B average
General Mathematics Units 1 and 2	Yes	Successfully completed 2 semesters of any Year 10 Mathematics with a minimum of a B average
Mathematical Methods Units 1 and 2	Yes	Completed Mathematical Methods with a minimum of a B^+ average
Mathematical Methods Units 3 and 4	Yes	Completed Mathematical Methods Units 1 and 2 with a minimum of a B^+ average
Specialist Mathematics Units 1 and 2	No	Completed Mathematical Methods with a minimum of a B^+ average
Specialist Mathematics Units 3 and 4	No	Completed Mathematical Methods Units 1 and 2 with a minimum of a B^+ average. Completed Specialist Mathematics Units 1 and 2 with a minimum of a B^+ average

VCE Considerations – Years 11&12

Subjects	Approved Acceleration	Recommendations
Performing Arts Faculty		
Dance Units 1 and 2	Yes	Should have undertaken at least one unit of Year 9 Dance. Students not completing this need to arrange an interview with the Head of Performing Arts and VCE Dance teacher. Students wishing to accelerate must audition for the Head of Faculty and Senior Dance Teacher. Information is available from the Head of Faculty
Dance Units 3 and 4	Yes	Should have undertaken at least one unit of Year 10 Dance. Students not completing this need to arrange an interview with the Head of Performing Arts and VCE Dance teacher. Students wishing to accelerate must audition for the Head of Faculty and Senior Dance Teacher. Information is available from the Head of Faculty
Drama Units 1 and 2	Yes	Should have undertaken at least one unit of Year 9 Drama. Students not completing this need to arrange an interview with the Head of Performing Arts and VCE Drama teacher. Students wishing to accelerate must audition for the Head of Faculty and Senior Drama Teacher. Information is available from the Head of Faculty
Drama Units 3 and 4	Yes	Should have undertaken at least one unit of Year 10 Drama. Students not completing this need to arrange an interview with the Head of Performing Arts and VCE Drama teacher. Students wishing to accelerate must audition for the Head of Faculty and Senior Drama Teacher. Information is available from the Head of Faculty
Music Units 1 and 2	Yes	Ideally, students should have completed at least one semester of Year 9 Music Performance and have been having individual lessons on their instrument/voice. Students who wish to accelerate will need to audition and to have a discussion with the Head of Faculty
Music Composition Units 3 and 4	Yes	Ideally, students should have completed a semester of Year 9 and Year 10 Music Technology and be competent in their use of Logic Pro. Students who wish to accelerate will need to have a discussion with the Head of Faculty and demonstrate their skill with a recording they have recently completed
Music Inquiry Units 3 and 4	Yes	Ideally, students should have completed at least one semester of Year 10 Music Performance and have been having individual lessons on their instrument/voice. Students who wish to accelerate will need to audition and to have a discussion with the Head of Faculty
Music Contemporary Performance Units 3 and 4	Yes	Ideally, students should have completed at least one semester of Year 10 Music Performance and have been having individual lessons on their instrument/voice. Students who wish to accelerate will need to audition and to have a discussion with the Head of Faculty
Music Repertoire Performance Units 3 and 4	Yes	Ideally, students should have completed at least one semester of Year 10 Music Performance and have been having individual lessons on their instrument/voice. They should have fluency in reading and writing music. Students who wish to accelerate will need to audition and to have a discussion with the Head of Faculty

VCE Considerations – Years 11&12

Subjects	Approved Acceleration	Recommendations
Physical Education Faculty		
Health and Human Development Units 1 and 2	Yes	None
Health and Human Development Units 3 and 4	Yes	Recommended to have completed Units 1 and 2
Outdoor and Environmental Studies Units 1 and 2	Yes	Ability to actively participate in the required practical activities
Outdoor and Environmental Studies Units 3 and 4	Yes	Recommended to have completed Units 1 and 2
Physical Education Units 1 and 2	Yes	None
Physical Education Units 3 and 4	Yes	Recommended to have completed Units 1 and 2
Religious Studies Faculty		
Religion and Society Units 3 and 4	Yes	For acceleration, must have completed Year 10 VCE Religion and Society with a minimum B+ average and at least a B+ average in both Year 10 English units
Science Faculty		
Biology Units 1 and 2	Yes	Should have attained a B^+ average across all subjects. May be required to undertake additional reading prior to commencing the course
Biology Units 3 and 4	Yes	Must have undertaken Units 1 and 2 Biology and/or Units 1 and 2 Chemistry. Year 11 students wishing to study Units 3 and 4 must have attained a B^+ average in either Chemistry and/or Biology
Chemistry Units 1 and 2	Yes	Should have attained a B^+ average across all subjects and must demonstrate strong mathematical ability
Chemistry Units 3 and 4	Yes	Must have completed Units 1 and 2 Chemistry
Physics Units 1 and 2	Yes	Should have attained a B^+ average across all subjects and must demonstrate strong mathematical ability
Physics Units 3 and 4	Yes	Must have undertaken Units 1 and 2 Physics and should have achieved a 'B' as a minimum grade in all assessments. Must have undertaken one of Mathematical Methods or Specialist Mathematics and should have achieved a 'B' as a minimum grade in all assessments
Psychology Units 1 and 2	Yes	Should have attained a B^+ average across all subjects and also recommended to have completed a module on research methods
Psychology Units 3 and 4	Yes	Recommended to have completed Unit 1 Psychology. Highly recommended to complete Unit 2 Psychology. High level literacy skills (reading and comprehension) for Year 11 students

VCE Considerations – Years 11&12

Subjects	Approved Acceleration	Recommendations
Technologies Faculty		
Applied Computing Units 1 and 2	Yes	High level of digital literacy shown in Years 8 or 9 Digitech classes
Applied Computing: Data Analytics Units 3 and 4	Yes	High level of digital literacy. Applied Computing Units 1 and 2 highly recommended
Applied Computing: Software Development Units 3 and 4	Yes	High level of digital literacy. Applied Computing Units 1 and 2 highly recommended
Product Design and Technology Units 1 and 2	Yes	Evidence of a high level of folio development and project management skills shown in Years 8 and 9
Product Design and Technology Units 3 and 4	Yes	Evidence of a high level of folio development and project management skills shown. Must have completed Product Design and Technology Units 1 and/or 2
Visual Arts Faculty		
Art Units 1 and 2	Yes	Must have completed 1 or more units of Art elective prior to acceptance. Must have solid English and History skills to help complement the theory component of the course
Arts Units 3 and 4	Yes	Must have completed Art Units 1 and 2
Media Units 1 and 2	Yes	Must demonstrate their ability in the area of Media by submitting samples of their work and have an interview with Media staff
Media Units 3 and 4	Yes	Must have completed Media Units 1 and 2
Visual Communication Design Units 1 and 2	Yes	Must demonstrate their ability in the area of VCD by submitting samples of their work and have an interview with VCD staff and Head of Faculty
Visual Communication Design Units 3 and 4	Yes	Must have completed Visual Communication Design Units 1 and 2

Program Planner

CHOOSING YOUR SUBJECTS

Students are advised to choose studies:

- that are prerequisites for further study
- that they enjoy
- in which they show an aptitude
- that reflect future career interests
- that contribute to a balanced program

YEAR 10

English	Mathematics	Science	VCE Religion and Society Unit 1	Core Humanities	Other Subject	PE
English	Mathematics	Science	VCE Religion and Society Unit 2	Other Subject	Other subject	

YEAR 11

Semester 1	Semester 2

YEAR 12

Note: sixth study optional

VCE Assessment

Each student undertaking VCE Units 3 and 4 study will receive from the VCAA:

a) A criterion based letter grade for School Assessed Coursework (SAC) in that study.

b) A criterion based letter grade for School Assessed Tasks (SAT), if applicable.

c) A normalised score for that study, determined by detailed examination and school assessed results, and indicating the student's rank in comparison with others in the study. This will be a numerical mark out of 50 with the distribution of marks reflecting a mean of 30 and a standard deviation of seven.

For each applicant, Victorian Tertiary Admission Centre (VTAC) will scale the normalised study score. An aggregate will then be calculated taking the score for English, the scores for the best three other studies, and 10% of scores for fifth and sixth studies. This aggregate will be ranked on a 'percentile' basis for all VCE students in the State.

The ATAR serves as a basis for selection into Australian universities and TAFE colleges.

The ATAR will place students on a percentile ranking with 99.95 being the highest rank. The rank will be used by all courses for which applicants are selected on the basis of VCE results.

https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx

The Tertiary Selection Process

The Victorian Tertiary Admissions Centre (VTAC) administers the tertiary application process on behalf of universities, TAFE institutions and some private providers within Victoria and border regions.

Approximately 50% of courses use the Australian Tertiary Admissions Rank (ATAR) as the criterion for selection into courses. The remaining courses use a range of criteria that include ATAR, folio presentation, interviews, pre-selection tests, auditions and/or additional forms in the selection process.

The ATAR is calculated using the results of Units 3 and 4 studies and information on and examples of the calculations are available in the VTAC Guide to Scaling and the ATAR https://www.vtac.edu.au/atar-scaling-guide-2023.html.

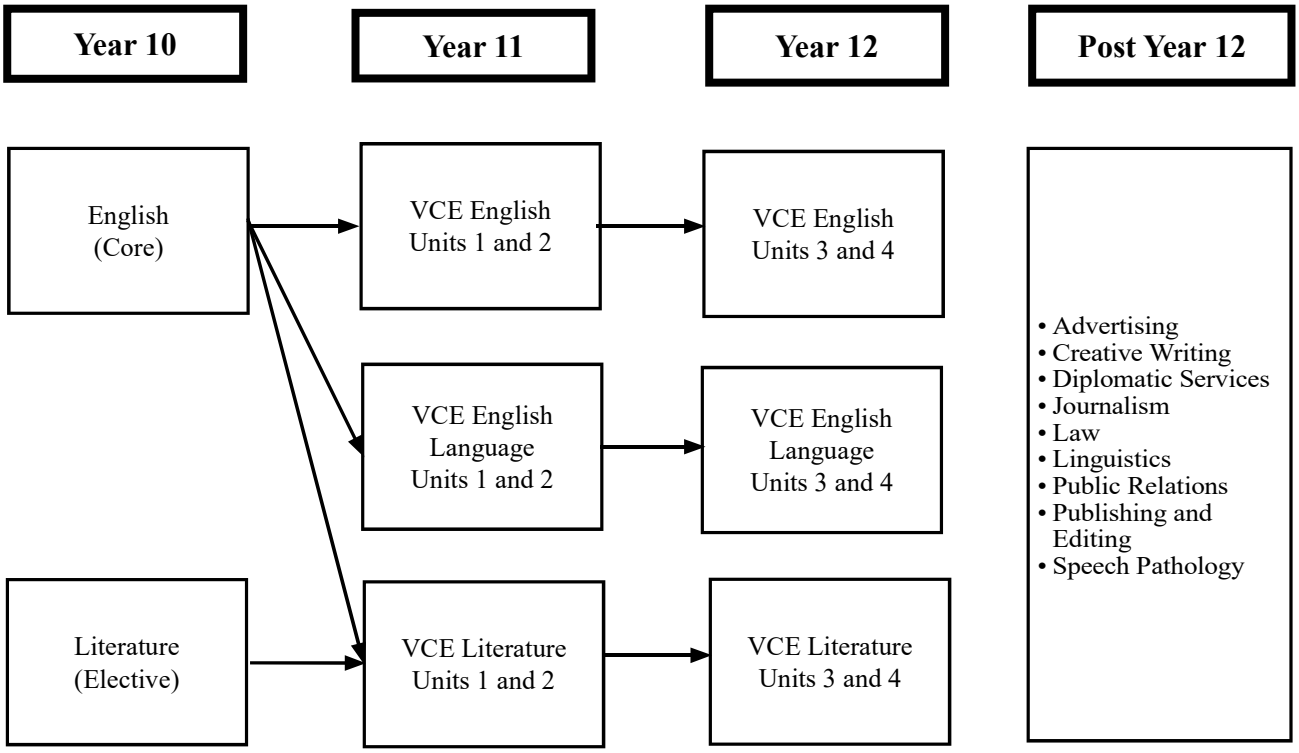
Information about the selection process and the pre-requisite VCE studies for each tertiary course is available on the VTAC website www.vtac.edu.au.

VTAC CourseSearch is a program on the VTAC website that allows students to plan their VCE program and identify the courses for which they meet the specified prerequisites. VCE students are required to use CourseLink as part of the subject selection process to ensure their VCE program satisfies the entrance requirements for a range of potential tertiary courses.

Career Development staff work with Senior School students to provide the relevant resources, access the most up to date information and provide individual career counselling to develop the skills that equip students to make informed choices about their post-secondary education options.

POSSIBLE PATHWAYS

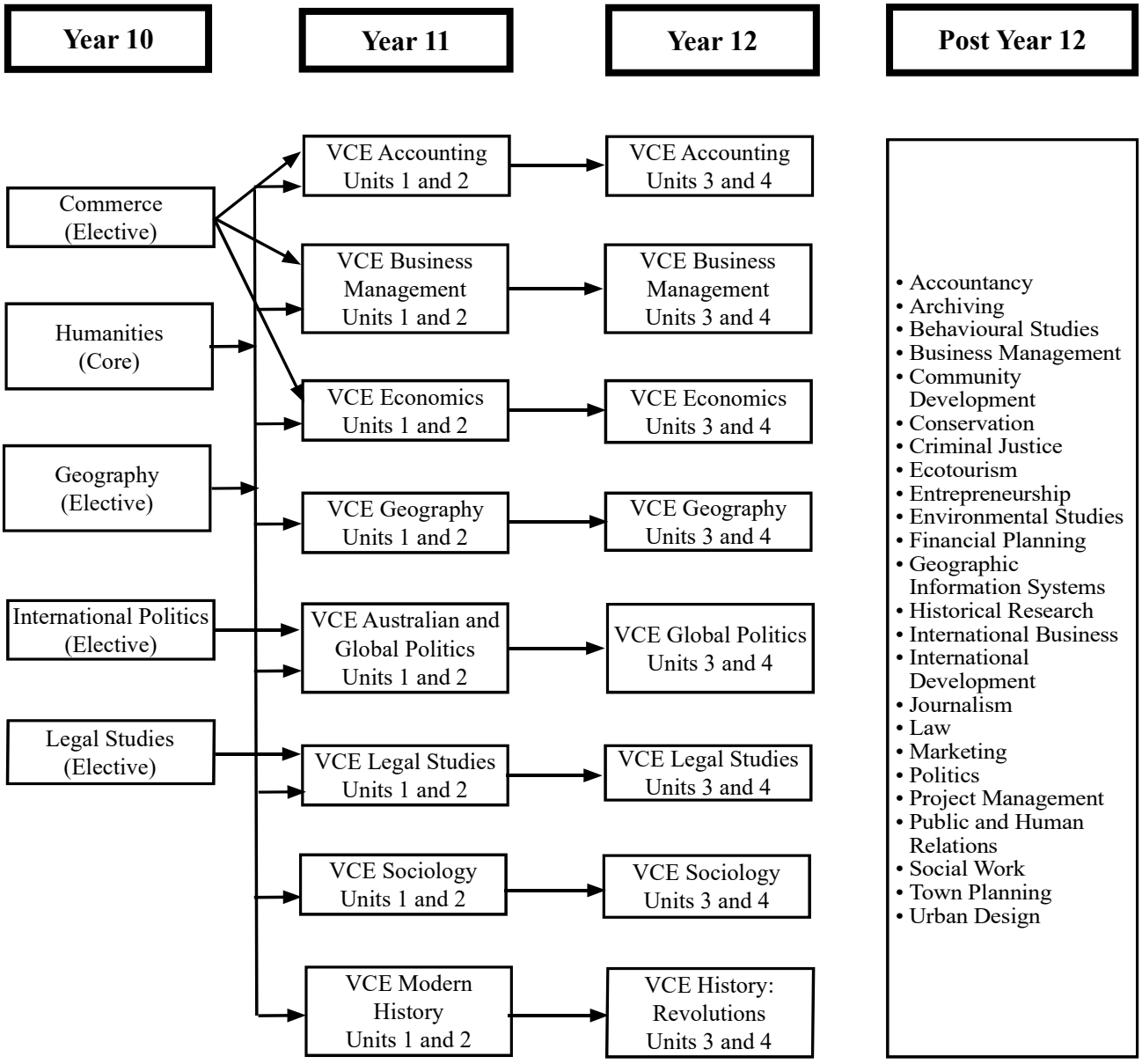
English



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

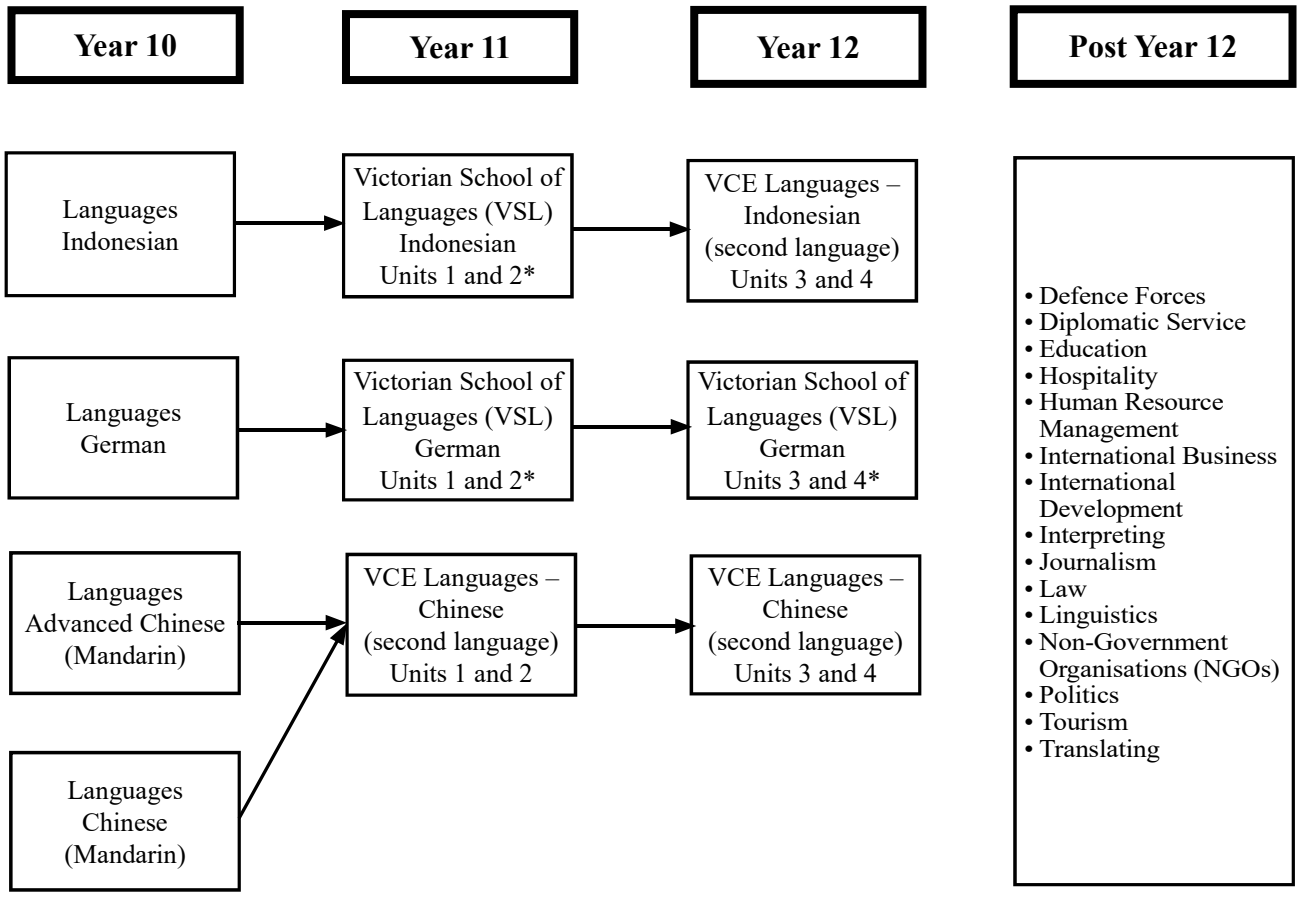
Humanities



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

Languages

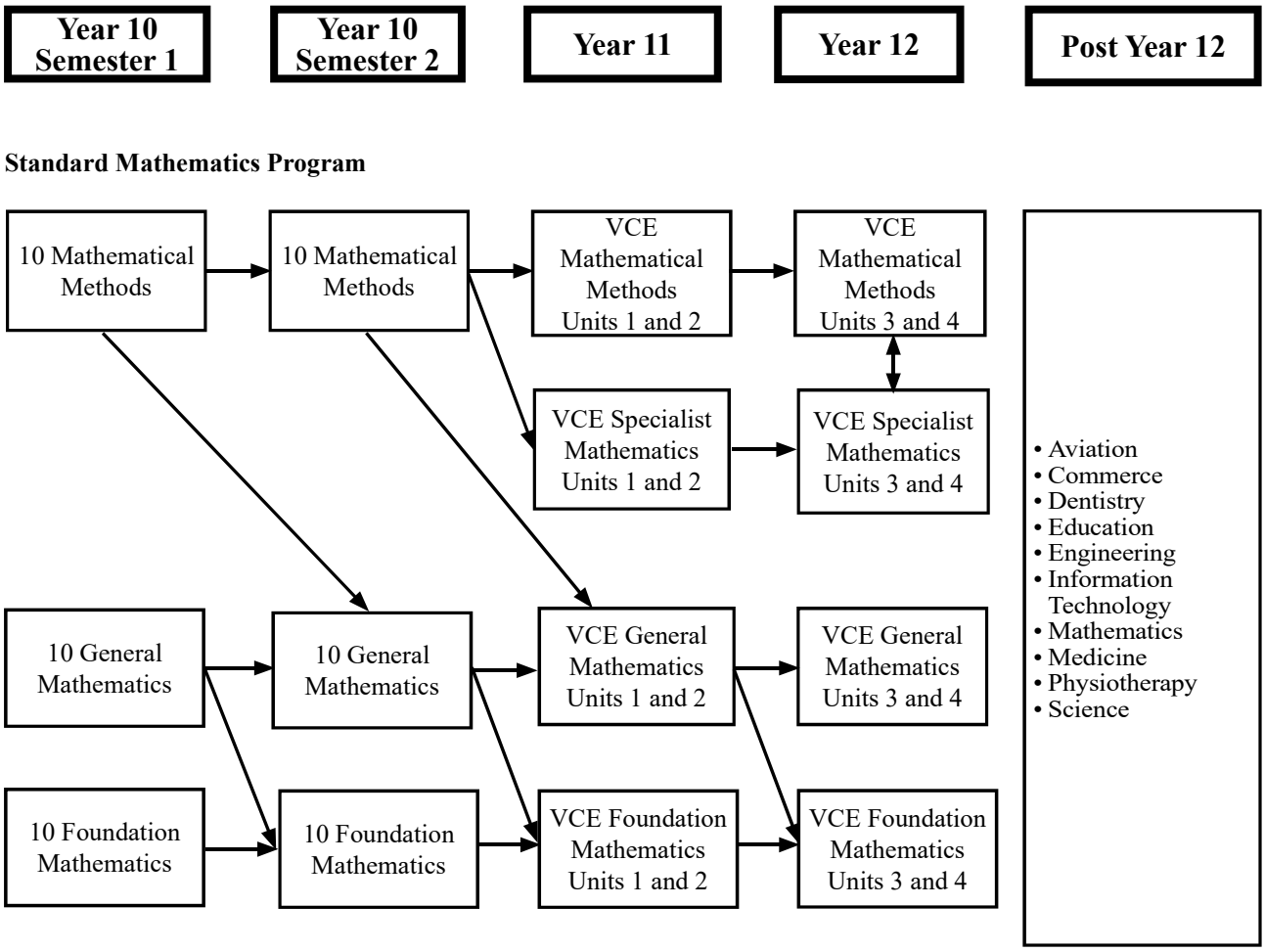


***Indonesian students in Year 11 and German students in Years 11&12 will need to enrol in VSL program for VCE.**

Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

Mathematics



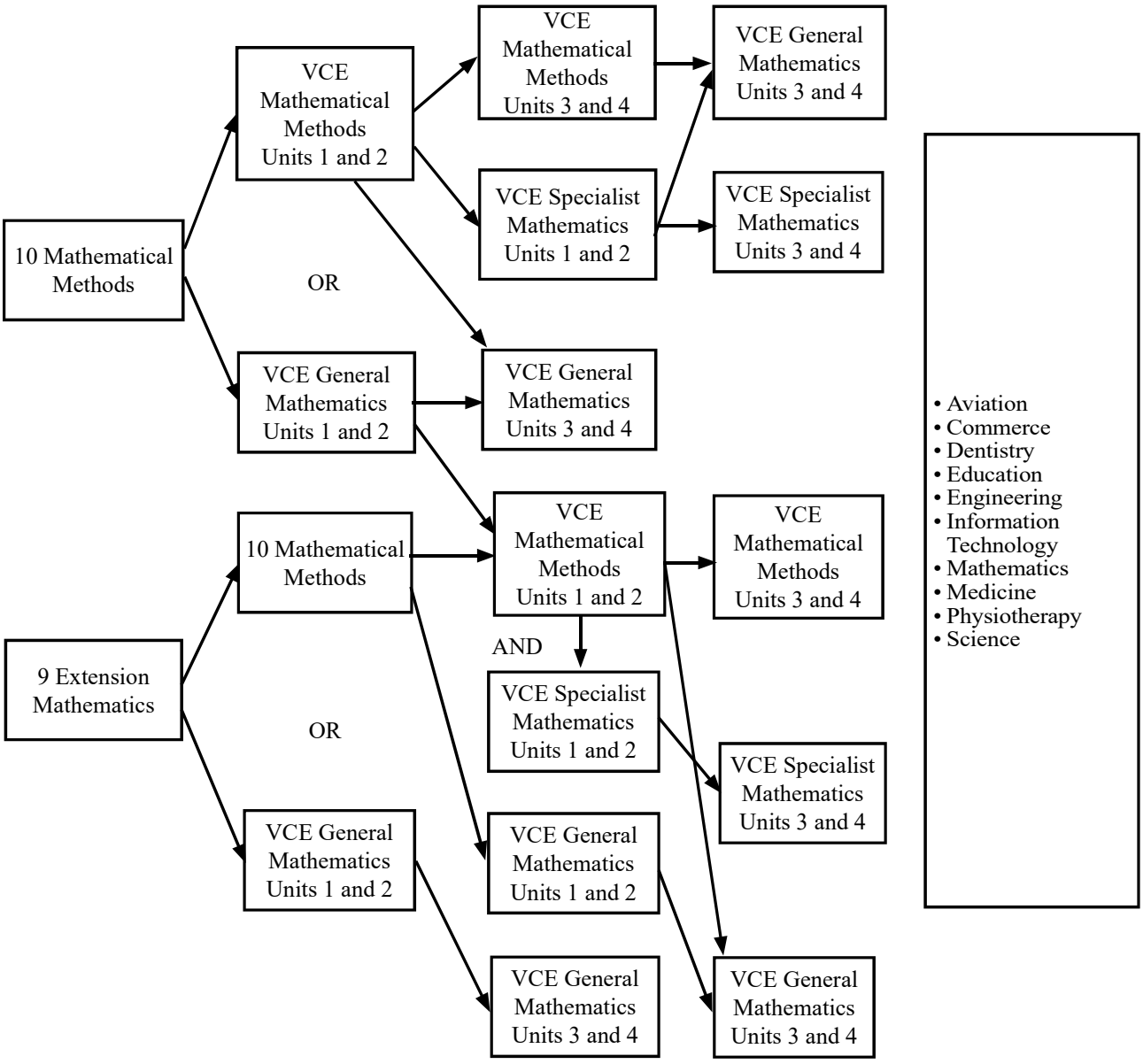
Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

Mathematics

Year 9	Year 10	Year 11	Year 12	Post Year 12

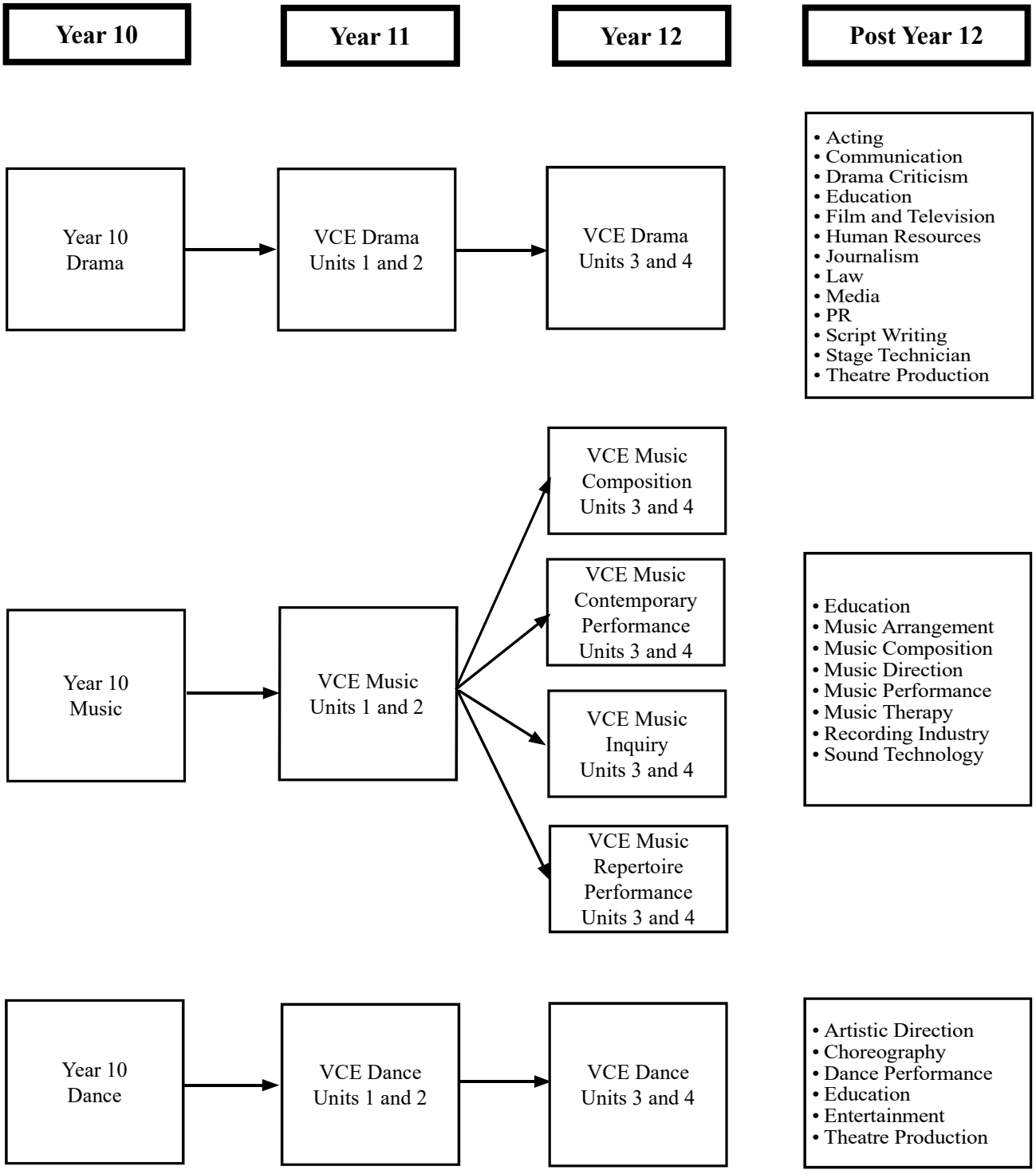
Year 9-12 Accelerated Mathematics Pathways



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

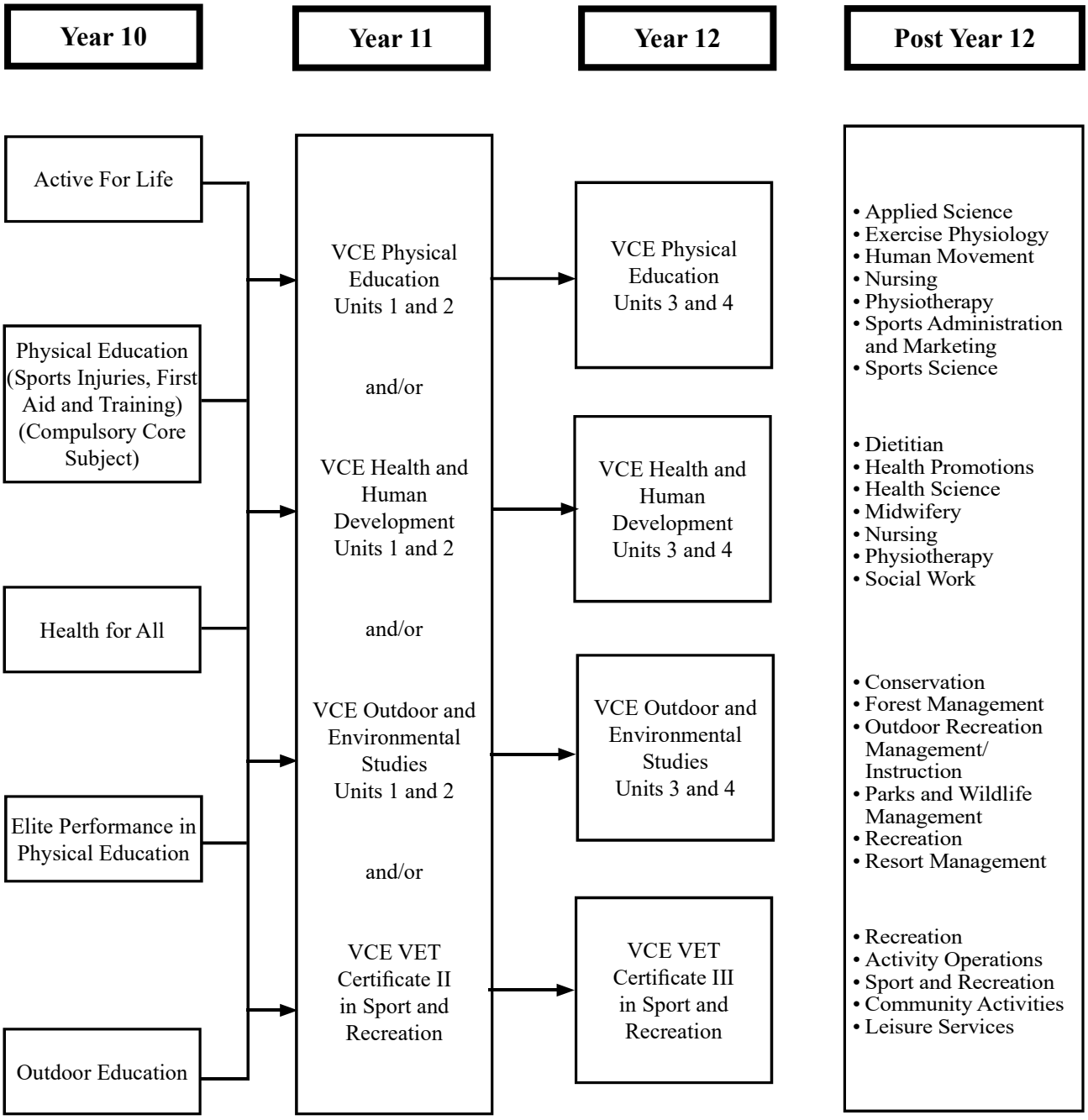
Performing Arts



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

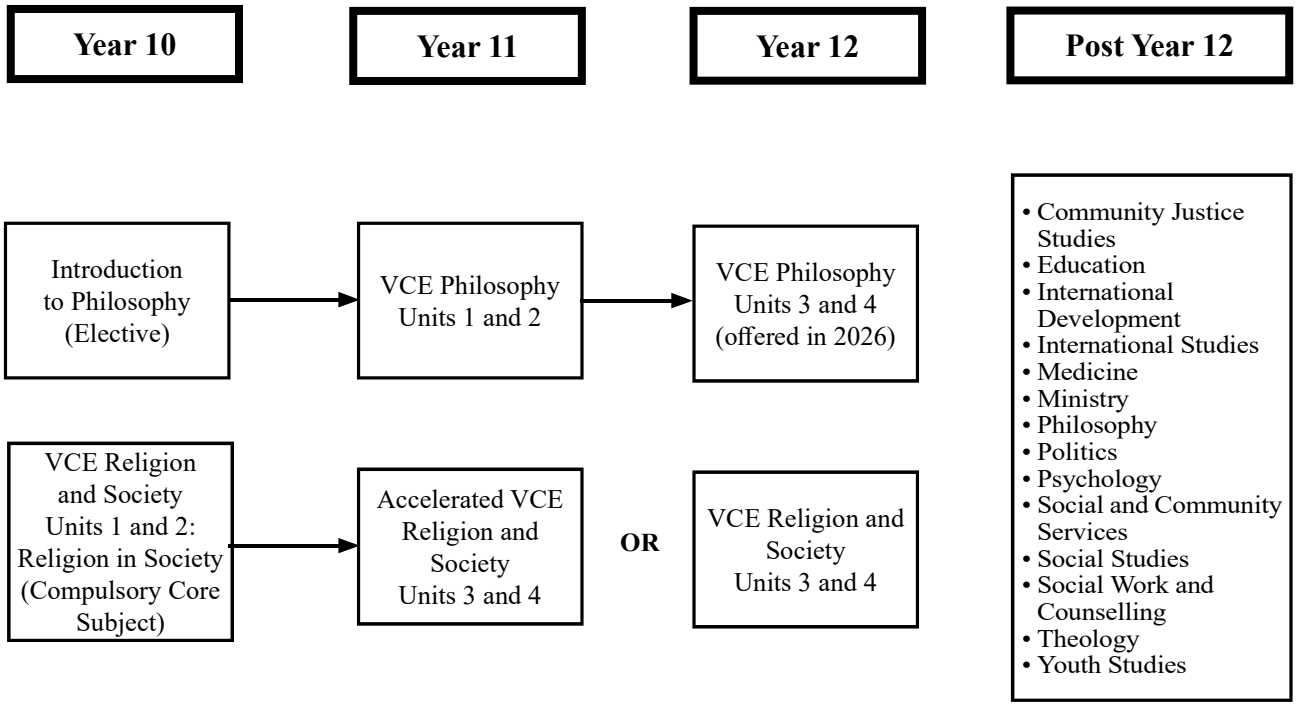
Physical Education



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

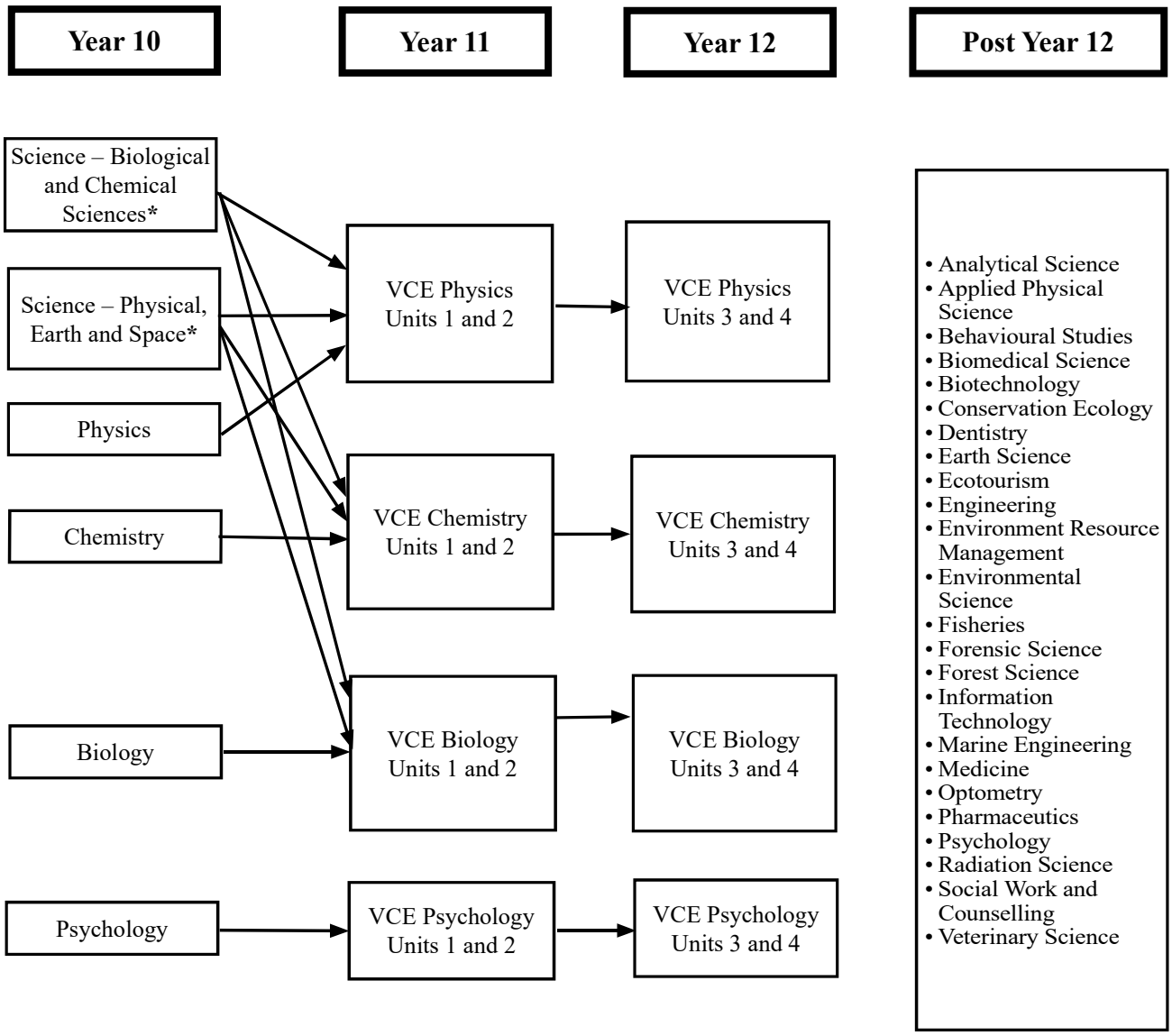
Religious Studies



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

Science

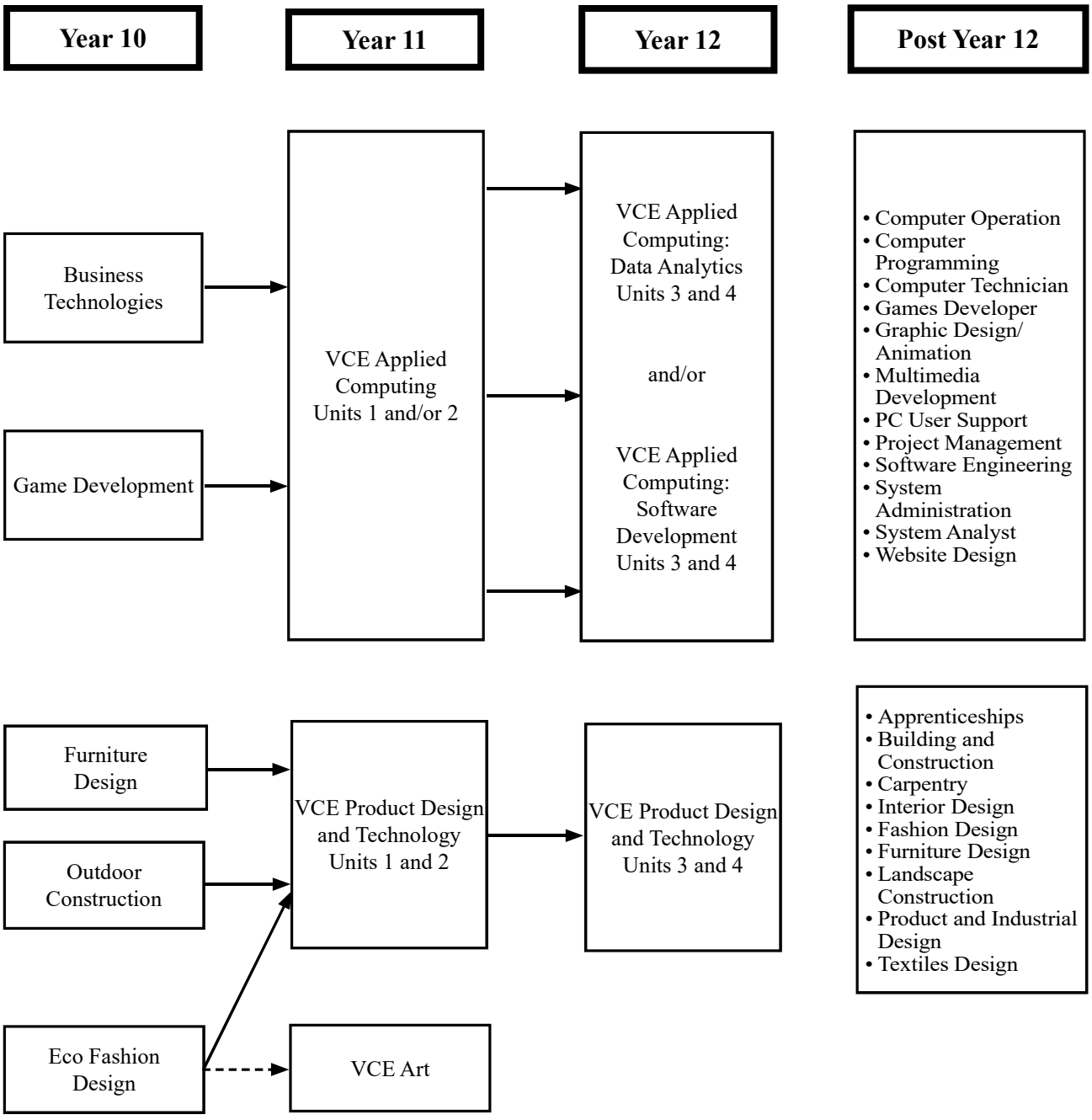


* The two units of Science, when taken together, cover the whole of the Year 10 Science curriculum and is an ideal pathway for students who are unsure as to which Science subjects they wish to study.

Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

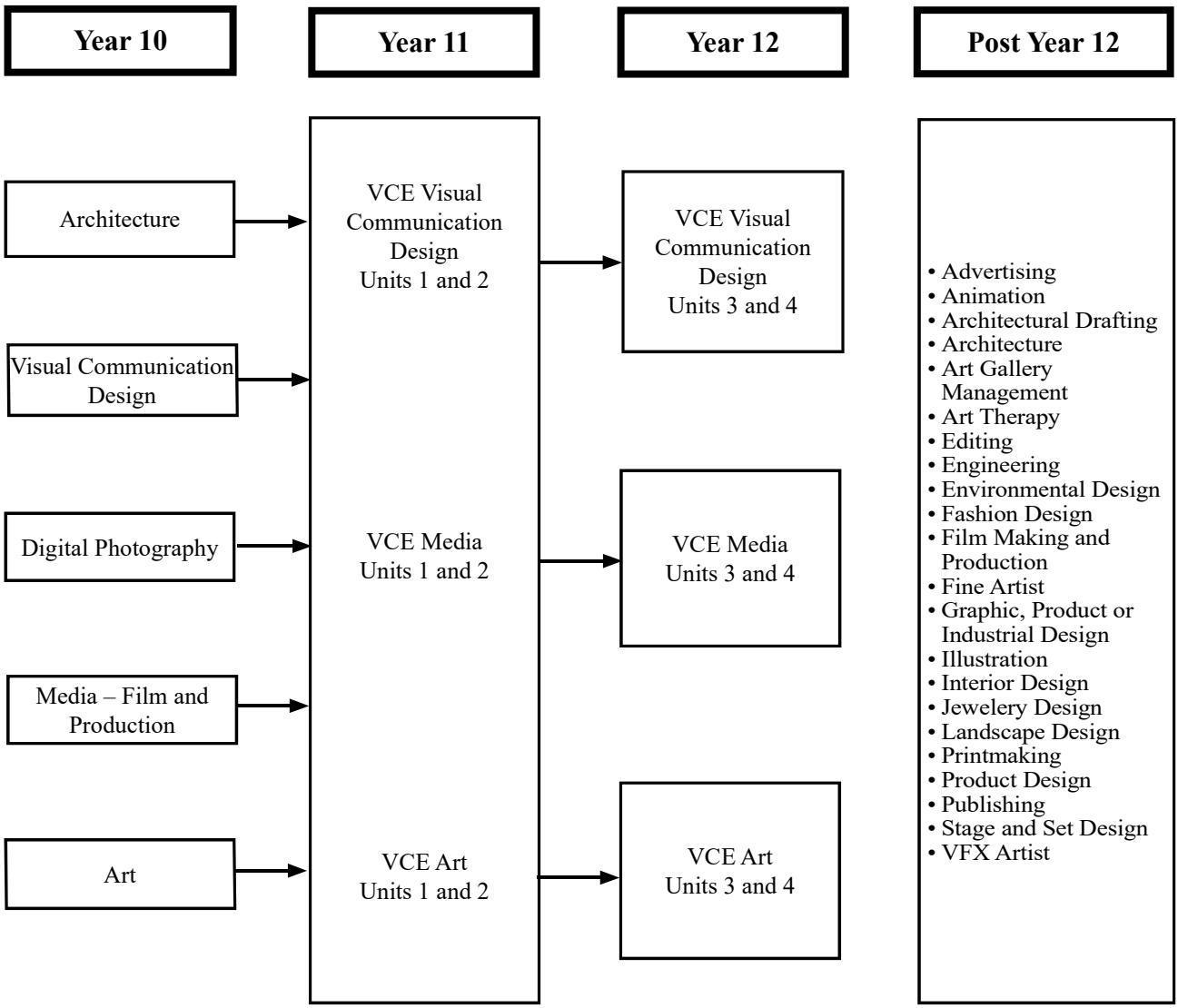
Technologies



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

POSSIBLE PATHWAYS

Visual Arts



Note: Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

Notes

YEAR 10 SUBJECTS

Active For Life

Active for Life examines the exercise options that are available to meet the varying fitness needs of individuals. In this subject, you will investigate what exercise means to different people and the factors that influence exercise choices. Not into competitive sport? You're not the only one – but it doesn't mean you can't be active. Rest, relaxation and re-vitalisation through recreation activity are essential to managing stress in today's busy and demanding world. You also explore the following questions: What does exercise mean to different people; what are the ways people choose to exercise for fitness; what influences people's choice of fitness activities; and how do people balance work and recreation? You will experience a range of recreational activities available within and around our community.

Generic skills that are considered across all the subjects in the Physical Education faculty include:

- move with competence and confidence in a range of physical environments
- communicate effectively using a variety of styles
- research, select and organise information utilising a range of sources
- interact positively within groups and teams
- make informed decisions towards enhancing health and wellbeing
- demonstrate the application of a range of information and communication technologies

Subject specific skills are:

- You will investigate community facilities available for health and physical fitness activities.
- You will be able to discuss factors that influence participation in physical activity.
- You will select suitable resources to effectively communicate.
- You will develop an understanding of the Social Ecological Model (SEM).

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Architecture

The Architecture subject will suit you if you are interested in developing skills in drawing and designing architectural structures, particularly housing. You will be involved in the development of architectural drawings to communicate designs and detailed information.

Subject specific skills are:

- You will be able to understand and use architectural drawing standards.
- You will create architectural plans and elevations.
- You will develop 3D exterior and interior drawings by using both freehand and technical drawing techniques.
- You will develop skills in 3D modelling.

You will develop a folio of work through:

- architectural rendering techniques
- application of rendering techniques to represent architectural structures
- use of the Design Process to design an architectural structure
- use of Adobe Illustrator for the creation of 2D architectural drawings
- use of SketchUp for the creation of 3D architectural drawings

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Art

Art will encompass two main strands: 2Dimensional and 3Dimensional Art.

The 2D areas of technical drawing (including observation), collage and painting will be explored. You will use a range of materials in developing concepts and create artworks. You will learn about Australian and international artists from the past and present, taking into account social, cultural and historical issues and traditions.

A range of 3D materials will be used to experiment and explore creative concepts. Through your knowledge of the art practice, you will respond to ideas and demonstrate your knowledge of the art elements/principles, techniques and processes.

All exploration, research, refinement of ideas and experimentation will involve annotations that will be added to a visual diary or folio.

Subject specific skills are:

- You will be able to analyse a range of artists' styles and artworks.
- You will be able to experiment with and explore a range of 2D and 3D materials.
- You will develop technical skill in using a range of drawing, collage, painting and construction techniques.
- You will investigate artists' processes and apply these in your own work.
- You will use visual language to document artistic practice in a visual diary.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Biology

Year 10 Biology is highly recommended for students who are considering going on to study VCE Biology.

Students should have attained a B^+ average across all Year 9 subjects in order to feel confident in their ability to successfully complete this subject.

Biology is the study of life. Living organisms are maintained by the activity of cells and their activity is directed by the DNA blueprint. In this subject, students will investigate the structure and function of the DNA molecule. They also consider the transmission of heritable characteristics from one generation to the next by DNA in genes. They also investigate the diversity of living organisms and scientific evidence that supports the theory of evolution by natural selection. Practical exercises, modelling and computer simulations are used as part of the investigations and students are able to use a range of technologies to complete assignments and develop notes. Assessments are structured to develop higher order thinking skills and suitable scientific writing styles.

Generic skills that are considered across all the subjects in the Science faculty include:

- application and analysis of theory to practical situations
- evaluation of ethical implications of scientific research and theory
- use equipment, materials and instruments responsibly and safely
- present experimental results appropriately; correct use of the selected report writing format
- apply techniques to locate more precise information from websites, including searching general and specialised directories; use of selected software and hardware to enhance and support the application of content

Subject specific skills are:

- You will use scientific writing to explain biological process and aspects of genetics and evolutionary theory by using specific terminology accurately and appropriately.
- You will develop an understanding of the role of DNA and genes in forming the characteristics of living organisms and how those characteristics can be passed from generation to generation.
- You will develop an understanding of patterns of inheritance.
- You will analyse pedigrees and assess the likelihood of various conditions being inherited by individuals.
- You will understand and analyse evidence that supports evolutionary theory.
- You will design and undertake practical exercises to test hypotheses that then require analysis of results and suitable presentation of data.

YEAR 10 SUBJECTS

Business Technologies

The effective use of Digital Technologies is vital to the success of any business. This subject will strengthen your knowledge of how computer technologies are used in the business world. It will give you skills in the use of a range of software tools that can be used in a real-life business context. You will then apply that knowledge to a range of business scenarios and situations to develop your problem-solving and project management skills. You will develop a solid foundation in the skills and knowledge you need to successfully undertake VCE studies in Applied Computing, such as data collection, spread sheeting and infographics, and digital products for marketing.

Generic skills that are considered across all the subjects in the Digital Technology area include:

- understand and apply the problem-solving methodology
- project management – plan and monitor the progress of extended tasks
- file management and backup procedures
- apply appropriate formats and conventions
- understand social and ethical responsibilities as users of ICT

Subject specific skills are:

- You will develop an understanding of the use of technologies in the business industry, and the functional role technologies play.
- You will learn skills in software relevant to developing business solutions, including spread-sheeting, data analytics, and marketing.
- You will develop a practical knowledge of computer networking, data and information, and project management.
- You will use problem-solving skills to develop appropriate digital business solutions.

YEAR 10 SUBJECTS

Chemistry

Year 10 Chemistry is highly recommended for students who are considering going on to study VCE Chemistry.

Students should have attained a B^+ average across all Year 9 subjects in order to feel confident in their ability to successfully complete this subject.

This course is intended for students who have an interest in the chemistry of the elements. You will analyse how the Periodic Table organises elements and use it to make predictions about the physical and atomic properties of the elements. You will learn to write balanced chemical equations and apply these to qualitative and quantitative investigations of chemical reactions. The study of models for metallic, ionic and covalent bonding are used to explain the properties and applications of materials. You will develop your understanding of the language of chemistry to explain observations and data collected from experiments.

Students who take Foundation Mathematics or no Mathematics at VCE should not choose VCE Chemistry and are therefore advised not to do Year 10 Chemistry.

Generic skills that are considered across all the subjects in the Science faculty include:

- application and analysis of theory to practical situations
- use equipment, materials and instruments responsibly and safely
- present experimental results appropriately; correct use of the selected report writing format
- apply techniques to locate more precise information from websites, including searching general and specialised directories; use of selected software and hardware to enhance and support the application of content

Subject specific skills are:

- You will understand behaviour and properties of materials in terms of constituent particles.
- You will use the Periodic Table to write electronic configurations, major groups and periods, simple chemical equations.
- You will be able to describe the properties of ionic, metallic and covalent bonding and how the position of elements in the Periodic Table relate to their bonding characteristics.
- You will be able to describe how atomic structure and properties of elements relate to their positions in the periodic table.
- You will be able to describe the properties and products of various types of simple chemical reactions.
- You will explain how different factors influence the rate of reactions.
- You will design and undertake practicals that then require analysis and appropriate presentation.

YEAR 10 SUBJECTS

Commerce

This is an introductory course aimed at providing students with the necessary skills to study VCE Business Management, Accounting and Economics.

Students will investigate how businesses can gain competitive advantage through the use of innovation or cost competitive practices. They will examine how to improve efficiency and effectiveness to help build a business. In Economics, students will develop an understanding of behavioral economics, supply and trade and the impact of economic indicators on business decisions. When studying Accounting, students will learn how to record and create balance sheets and income statements and their purpose in helping businesses make financial decisions.

Students will develop the following skills throughout this unit:

- develop questions to investigate contemporary issues
- utilise information and data from a range of sources
- evaluate differences in perspectives and interpretations
- justify conclusions using data and information
- use research findings to create descriptions, explanations and arguments
- evaluate strategies related to making economic decisions
- recording and reporting financial information

YEAR 10 SUBJECTS

Dance – Dancing Through Life

Studying Dance allows students to use their body both physically and expressively to portray a theme, issue, emotion or story. Dance allows students to explore, create, present and analyse their own work and that of other professional artists.

Skills that are considered in this subject are:

- development of personal style
- compositional work – storytelling and performance
- leadership – group work
- research
- presentation
- self-evaluation

This subject explores both the practical and theoretical side of dance. By means of creating and making, students begin to develop a personal movement vocabulary through the use of body actions, physical skills and expressive movement. They then develop these skills in making decisions about creative ways of implementing and portraying these ideas through a group devised routine. Students will also create their own composition solo in which they must portray an emotion or story to a given audience.

As the unit progresses students will individually develop their own dance sequences and teach it to others, then, working collaboratively they combine the sequences and present as one work. In a written form, students will study the elements of dance and choreography and the history of various dance styles.

Skills include the ability to:

- watch, critique, analyse, discuss and respond to various contemporary and traditional dance works
- create, rehearse, perform and analyse dance sequences
- present ideas and concepts creatively
- self-evaluate
- interact positively within a group

This subject has a large emphasis on practical work and requires students to perform in front of an audience.

PREREQUISITES

There are no prerequisites for this subject, however, it is strongly recommended that students have undertaken Dance electives in Year 9.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Digital Photography

Digital Photography focuses on developing skills in planning, shooting and manipulating photographs through a digital medium. You will use a folio, digital camera, and the Adobe Creative Suite to follow a design process in order to brainstorm, plan, execute and enhance your photos before printing them for final presentation. All photos are shot using a digital camera, with many shoots happening outside of class time. The key program used for the manipulation of images is Adobe Photoshop. Production planning/elements and theory are an important part of the curriculum, as well as design elements and principles.

Subject specific skills are:

- You will use freehand drawing in the creation of thumbnail sketches and shoot plans.
- You will understand layout and composition using rules and conventions.
- You will use the digital camera to capture your images.
- You will use the computer as a tool for manipulation of your images.
- You will develop a folio of work through:
  - the use of the Design Process to develop the plans and ideas used for the shoot
  - the use of technology to capture and manipulate the images and document the process through print screens and annotation
  - the use of the Design Process to consider final presentation and exhibition of work

Please Note: Students will need their own digital camera. A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Drama – Processing Your Dramatic Potential

The Year 10 Drama course focuses on the traditions of Storytelling – Verbatim & Process Drama, Realistic Theatre and renowned method acting techniques of Konstantin Stanislavski.

Students will explore and learn about performance development processes like script interpretation to create comprehensive character(s) with confidence, awareness, and depth. As well as devise, develop and present an ensemble performance for a public audience. They will apply appropriate dramatic terminology to evaluate and critically analyse theatrical performances and discuss, and support judgments about the value, intentions and qualities of Drama produced by themselves and others.

Students will also undertake challenging and stimulating learning activities supported by access to a range of ICT technologies that will assist achieving desired dramatic learning outcomes. These include collaborative and interactive research activities, information processing and communication.

At the conclusion of the course, it should be evident that students can:

- explore the dramatic potential of a range of acting methods, using specific dramatic conventions, language and performance techniques and skills
- understand how Drama is used to communicate specific cultural and historical contexts
- use observation, experience, and research (ICT) effectively to create and devise drama performances
- create and sustain characters in a realistic style using status, subtext, motivation, objective and intention
- shape and give dramatic form to stories that objectively convey personal experiences, aspirations and social beliefs
- evaluate, analyse and refine their own work, the work of others and professional work/s

ASSESSMENT

Unit of Work
Performance Styles, Acting Methods, and Dramatic Techniques
Scripted and Devised Drama Exploration and Character Development Process
Development, Rehearsal and Presentation Processes of an Ensemble Performance
Written Examination

PREREQUISITES

Prior learning in Year 9 Drama is advantageous but not essential.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Eco Fashion Design

Fast fashion (buying cheap clothing and then throwing it away after a few wears) has become a huge environmental problem. In this subject, you will learn how to extend the life of clothing by 'flipping' or 'upcycling' it. You will create something new and valuable out of pre-owned clothing, and learn about fashion design, fabrics and sewing at the same time. The subject involves folio-based work (researching, designing, planning and evaluating) and practical work (safely making fabric products according to your designs).

Subject specific skills are:

- You will understand the use of the Double Diamond Design Process to produce a detailed folio of work.
- You will experiment with and explore a range of hand and machine sewing.
- You will develop design drawing skills.
- You will develop an understanding of fabrics and fibres.
- You will develop skills in clothing modification, pattern making and fabric exploration.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Elite Performance in Physical Education

How do sports people get better at their particular sport? What impact does training have on the sports person? How else can a sports person improve? How do I prescribe a program for a team or individual? How do I know what types of training is needed to improve? What role do muscles play within strength, power and endurance activities. This subject aims to increase knowledge in these key areas of Physical Education that are followed on in VCE studies at Years 11 and 12. This subject incorporates the practical classes with the associated theory work. The practical activities are designed to increase your understanding of the theory work covered. Practical activities undertaken will be approximately 50% of all class time.

Generic skills that are considered across all the subjects in the Physical Education faculty include:

- move with competence and confidence in a range of physical environments
- communicate effectively using a variety of styles
- research, select and organise information utilising a range of sources
- interact positively within groups and teams
- make informed decisions towards enhancing health and wellbeing
- demonstrate the application of a range of information and communication technologies

Subject specific skills are :

- You will examine the role that energy systems play in sporting activities.
- You will analyse fitness training methods.
- You will analyse training program principles.
- You will explore training program designs.
- You will gain an understanding of the body systems, in particular the cardiorespiratory system.
- You will examine thermoregulation.
- You will examine fitness components and fitness testing.
- You will examine how athletes can improve their performance exploring how muscles and movement work together.
- You will explore resistance and cardio exercises.
- You will gain an understanding of biomechanics.

YEAR 10 SUBJECTS

English

The study of English is central to the development and learning of all Senior School students and is a compulsory year-long subject in Year 10. Throughout the program students engage imaginatively and creatively with literature to expand the scope of their experience. The curriculum aims to create confident communicators, critical thinkers, and further develop literacy skills.

Semester 1

Students study and respond critically, creatively, and analytically to both a novel and a film, exploring themes of human experience and cultural significance. They discuss and analyse different perspectives on complex and challenging issues, while developing skills in writing appropriately and effectively in creative and analytical modes. Students also practise their listening and speaking skills in both class discussion and oral presentations.

Semester 2

Students produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. They complete a major study of a Shakespearean play, closely analysing its literary form, feature, and language, thus developing a greater understanding of the English language and how it has evolved. Students will further develop their skills in effective writing and speaking when they analyse a range of persuasive text types for a variety of purposes and audiences. It is required they critically examine the many ways both spoken and written argument and language are used to influence audiences.

ASSESSMENT

Demonstration of achievement of outcomes, and satisfactory completion of this subject each semester, is determined by evidence gained through participation in class activities and a variety of formative and summative assessment tasks throughout the program.

YEAR 10 SUBJECTS

Furniture Design

Furniture Design allows you to focus on the design and production of a piece of furniture that incorporates a range of construction and finishing methods. You will be encouraged to design a product that suits your individual needs and that incorporates a range of skills, processes and materials, including materials other than wood. You will research a range of construction methods so that informed decisions can be made in the production of your work. You will also develop skills in complex CAD drawing through the use of Fusion software. These skills will be used to accurately draw and plan your product design for construction. This work will be presented in a design folio. In the final stage of the process, you will safely use tools and equipment to make your product.

Generic skills that are developed across all the subjects in the Design and Technology area include:

- use of the Double Diamond Design process to investigate, define, design and produce a product for specific situation
- design thinking and analysis skills
- project management skills
- safe workshop practices

Subject specific skills are:

- You will develop an understanding and use of the stages involved in designing and making a product (researching, design and production planning, documentation and evaluation, including the production of detailed working drawings and project costing).
- You will develop your skills in freehand sketching and drawing techniques, including CAD, to visually communicate design ideas to others.
- You will develop skills in a range of furniture construction techniques.
- You will develop competency in the safe use of a range of machines and tools, and how to select the appropriate tool/machine and process for specific tasks.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Game Development

Over the past decade, programming has changed from creating software that is undertaken by large software companies to the development of games that change swiftly and adapt to the demands of any user. In this course, you will explore the world of games through analysis, design, development and evaluation. You will complete activities that help you become familiar with the Swift programming environment that is used by game developers worldwide. Once you complete your activities, you will decide on your area of development and evaluate the current market of games to create your own game.

Having defined your niche market, you will create your game using the processes of the problem-solving methodology. Through direct instructions, internet research and a "hands on approach", you will create your own software and programming rigour. The project that you work on is something that you define as a result of your investigation into the pool of games that exist. This is a subject that you control from start to finish.

Generic skills that are considered across all the subjects in the Digital Technology area include:

- understand and apply the problem-solving methodology
- project management – plan and monitor the progress of extended tasks
- file management and backup procedures
- apply appropriate formats and conventions
- understand social and ethical responsibilities as users of ICT

Subject specific skills are:

- You will learn and apply the digital tools needed to design and develop a game.
- You will develop general programming skills.
- You will develop analytical and debugging techniques.
- You will use specific terms to discuss thinking processes, use tools appropriate to particular tasks, and evaluate their effectiveness.

YEAR 10 SUBJECTS

Geography

This subject gives students the opportunity to explore the interconnections between environmental change, living standards and human wellbeing.

In this unit, students will explore the many factors that influence human wellbeing with a particular focus on variations in wellbeing in Melbourne, as well as the wider Australia and Asia-Pacific region.

Students will examine human induced changes that cause environmental challenges at a range of scales including First Nations Australians' approach to environmental management. The sustainability of the management of these issues will be analysed in relation to its impact on human wellbeing.

Students will develop the following skills throughout Humanities this year:

- develop questions to investigate contemporary issues
- utilise information and data from a range of sources
- evaluate differences in perspectives and interpretations
- justify conclusions using evidence and information
- use research findings to create descriptions, explanations and arguments
- evaluate data and information to make generalisations and predictions, explain patterns and trends, and infer relationships

Please Note: **Refer to the Subject Cost Schedule for details of costs relevant to this program.**

YEAR 10 SUBJECTS

Health for All

This subject gives students insight into Health and Human Development Unit 1. It aims to improve student's knowledge of health related issues for people throughout Australia.

The theory component covers:

- measuring health status using health indicators
- examining factors (determinants) which influence health status
- identifying health differences between Australians particularly the health of Indigenous Australians
- looking at various health concerns for population groups within Australia including adolescents and the National Health Priority Areas
- health promotions role in trying to prevent health concerns for various population groups

Generic skills that are considered across all the subjects in the Physical Education faculty include:

- move with competence and confidence in a range of physical environments
- communicate effectively using a variety of styles
- research, select and organise information utilising a range of sources
- interact positively within groups and teams
- make informed decisions towards health and wellbeing
- demonstrate the application of a range of information and communication technologies

Subject specific skills are:

- You will analyse data.
- You will research, analyse and present information.
- You will work cooperatively in groups.

Given health covers physical, mental and social components. Practical activities will be based on a variety of life long leisure activities which may include lawn bowls, community walks, yoga and meditation.

This subject does not include a regular (weekly) practical lesson. All practical requirements will be completed through full and part day incursions and excursions.

Please Note: **Refer to the Subject Cost Schedule for details of costs relevant to this program.**

YEAR 10 SUBJECTS

Humanities

This subject introduces students to the major events of the last century and how they have shaped the rights and liberties that Australians enjoy today.

This unit provides a study of the modern world and Australia from 1918 to the present. Students examine the development of modern Australia through an investigation of World War II and the social changes that followed; leading to the demands for rights and recognition by First Nations Australians. Throughout this unit, students evaluate a range primary and secondary sources to explain historical significance, chronology, cause and consequence as well as develop historical arguments that synthesise evidence from sources.

Students will also reflect on their rights, privileges, and responsibilities as citizens. They will examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students will explore how Australia's democracy is defined and shaped by global influences and how government policies are shaped by Australia's international legal obligations. Along with developing a global outlook, students will study the functions of the High Court of Australia and how it protects rights under the Constitution.

Students will develop the following skills throughout Humanities this year:

- develop questions to investigate contemporary issues
- utilise information and data from a range of sources
- evaluate differences in perspectives and interpretations
- justify conclusions using evidence and information
- use research findings to create descriptions, explanations and arguments
- evaluate strategies related to making decisions about civic participation
- identify the origin and content of sources, and explain the purpose and context of primary and secondary sources
- explain the usefulness of primary and secondary sources and the reliability of information as evidence
- analyse cause and effect, and evaluate patterns of continuity and change
- compare perspectives in sources and explain how these are influenced by historical factors
- analyse different and contested historical interpretations

Please Note: **Refer to the Subject Cost Schedule for details of costs relevant to this program.**

YEAR 10 SUBJECTS

International Politics

Young people are part of a global village, and this subject aims to empower them to understand how the world functions and responds to a range of issues.

The international community is faced with a wide range of challenges including how to respond to human rights obligations and challenges, how to manage conflict and how to deal with the mass movement of people globally. How members of the international community can co-operate and collaborate to deal with these challenges is another challenge in itself.

Students learn about formal structures that are in place, such as the United Nations, and the methods used to arrive at desired outcomes. They learn about the causes of international challenges and the effects of efforts to deal with them, together with relationships between countries and the political systems that govern them. Students also consider how international legal obligations and statements by leaders may be consistent or inconsistent with what is actually taking place in people's everyday lives.

Students will develop the following skills throughout this unit:

- develop questions to investigate contemporary issues
- utilise information and data from a range of sources
- evaluate differences in perspectives and interpretations
- justify conclusions using evidence and information
- use research findings to create descriptions, explanations and arguments
- evaluate strategies related to making decisions about civic participation

YEAR 10 SUBJECTS

Languages – Advanced Chinese (Mandarin) Semester 1 and Semester 2

This is a year-long program.

Year 10 Advanced Chinese is for students who wish to continue and extend their ability to communicate effectively in Chinese (Mandarin), as well as acquire awareness of cultural perspectives of the Chinese speaking communities.

Topics include school life and daily routine, studies and extra-curricular activities, neighbourhood and community, and healthy lifestyle.

At the conclusion of the course, it should be evident that students can:

- initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others
- contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences
- evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience
- interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts
- create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences
- apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts
- apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas
- reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features
- reflect on and evaluate how identity is shaped by languages, cultures, beliefs, attitudes and values, and how these affect ways of communicating

Please note: "A student is not eligible for Chinese Second Language if they have either: completed one year (12 months) or more of education in a school where Chinese is the medium of instruction; or 3 years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau)." (VCAA, 2024)

Languages in VCE
To undertake a language in Year 11, the same language must be completed in Year 10.

YEAR 10 SUBJECTS

Languages – Chinese (Mandarin)
Semester 1 and Semester 2

This is a year-long program.

Year 10 Chinese (Mandarin) is for students who wish to continue and extend their study of the Chinese (Mandarin) and develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities.

Topics include school life and daily routine, studies and extra-curricular activities, neighbourhood and community, and healthy lifestyle.

At the conclusion of the course, it should be evident that students can:

- initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world
- use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers
- interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience
- apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts
- create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences
- apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts
- select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts
- reflect on and explain how identity is shaped by languages, cultures, beliefs, attitudes and values and how these affect ways of communicating

Please note: "A student is not eligible for Chinese Second Language if they have either: completed one year (12 months) or more of education in a school where Chinese is the medium of instruction; or 3 years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau)." (VCAA, 2024)

Languages in VCE
To undertake a language in Year 11, the same language must be completed in Year 10.

YEAR 10 SUBJECTS

Languages – German Semester 1 and Semester 2

This is a year-long program.

Year 10 German is for students who wish to continue and extend their ability to communicate effectively in German in speech and writing, as well as acquire awareness of cultural perspectives of the German speaking communities.

Topics include personal identity, music, TV and film, work and careers, travel and celebrations in Germany, and family and friends.

At the conclusion of the course, it should be evident that students can:

- identify, extract and use main ideas and detailed information from a range of spoken texts such as personal profile and description, dialogue, film, curriculum vitae, and travel advice
- participate in interactions such as a prepared talk providing a personal profile of yourself, a conversation about work experience and future plans, and a role play giving advice
- identify, extract and use main ideas and detailed information from a range of written texts such as personal profile, TV guide, film review, aptitude quiz, curriculum vitae, map, travel itinerary, and magazine problem page letter
- produce a range of extended written texts such as film review, work experience diary, and magazine problem page letter
- identify ways in which intentions and ideas are expressed in different languages and demonstrate sensitivity to cultural aspects
- apply appropriate German grammar rules to access and analyse information, feelings, and opinions in various forms of media
- apply their grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place
- create, maintain and use a personalised vocabulary database

Languages in VCE
To undertake a language in Year 11, the same language must be completed in Year 10.

YEAR 10 SUBJECTS

Languages – Indonesian Semester 1 and Semester 2

This is a year-long program.

Year 10 Indonesian is for students who wish to continue and extend their ability to communicate effectively in Indonesian, as well as acquire awareness of cultural perspectives of the Indonesian speaking communities.

Topics include student exchange programs, careers and aspirations, health and nutrition in Indonesia, and comparing urban and rural life.

At the conclusion of the course, it should be evident that students can:

- listen to, read, view and create a range of texts in Indonesian language. For example, explaining a student exchange program, participating in a job interview, making medical appointments and identifying reasons for living a rural lifestyle or an urban lifestyle
- think logically, critically and creatively, through analysing texts and determining how the language of texts conveys meaning. For example, extracting key information from an advertisement for an exchange program and listening to opinions on lifestyles
- write a range text types in Indonesian that allow students to reflect, analyse and share information. For example, designing posters and advertisements, as well as writing diary entries, resumes, and letters
- demonstrate understanding of cultural similarities and differences, cultivating mutual respect and developing connections with Indonesian speaking communities
- use digital tools to access and create information through discovering ideas and perspectives from authentic online sources

Languages in VCE

To undertake a language in Year 11, the same language must be completed in Year 10.

YEAR 10 SUBJECTS

Legal Studies

Year 10 Legal Studies provides an introduction to Australia's legal system. Students develop an understanding of the criminal and civil justice system, including the rule of law, law-makers (parliament and courts), and individual rights and responsibilities. Students explore the need for laws in society, and reasons for law reform. 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.

Students will develop the following skills throughout Legal Studies this year:

- define key legal terminology
- explain legal processes and procedures
- identify and describe key knowledge and concepts of the criminal and civil justice system
- evaluate the methods and institutions that determine criminal cases and resolve civil disputes
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and justify reasoned conclusions

YEAR 10 SUBJECTS

Literature

‘No two persons ever read the same book.’ Edmund Wilson

This subject focusses on how meaning is created in literary texts and how this meaning can be affected by the type of perspective or ‘lens’ one adopts. You will be given an introduction to literary theory, via the study of a range of texts, enabling you to appreciate reading practices and the possibility of multiple readings.

You will study a film and a novel, to further develop your understanding of literary theory and engage in the critical and close analysis of texts. You will learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques.

If you enjoy reading and discussing texts, this is the subject for you. You will be given a ‘taste’ of a range of different texts and the opportunity to take a deep dive into a novel and a film.

A range of approaches will be utilised to develop:

- the ability to apply a theoretical perspective to appreciate, analyse and evaluate literary texts
- justification of an independent interpretation of texts
- an appreciation of how the choice of language features and literary devices can be manipulated to achieve particular effects

YEAR 10 SUBJECTS

Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The Mathematics curriculum at the College provides students with carefully paced, in-depth study of critical skills and concepts. It encourages students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Mathematics – 10 General Mathematics

The study of General Mathematics will assist you to think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology and effectively communicate ideas and information.

In this study, you will practice mathematical algorithms, routines and techniques and use them to solve standard problems and apply mathematical knowledge and skills in familiar situations which require investigative, modelling or problem-solving approaches. This will be complemented with skill development in the use of CAS calculators. You will develop knowledge in the areas of algebra and equations, linear functions and graphing, number and financial arithmetic, statistics, networks and matrices. Technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators. Topics covered include Algebra and Equations, Linear Functions, Networks, Matrices and Data Analysis.

This study is suitable for students who wish to continue into VCE General Mathematics Units 1 and 2 with the possibility of continuing to VCE General Mathematics Units 3 and 4.

OUTCOMES

For each semester, the student is required to demonstrate achievement of three outcomes. For each semester, the outcomes apply to the content from the areas of study selected for that semester. On completion of this semester:

- Students should be able to define and explain key concepts as specified in the selected content from the topics studied, and apply a range of related mathematical routines and procedures.
- Students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the semester to investigate and analyse extended application problems in a range of contexts.
- Students should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

All assessments are school-based.

Reference materials and CAS calculators are permitted for all classwork and assessment tasks.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- tests
- application/problem-solving tasks
- end of semester examinations

YEAR 10 SUBJECTS

Mathematics – 10 Foundation Mathematics

CONTENT

Foundation Mathematics provides for the continuing mathematical development of students with respect to problems encountered in practical contexts encountered in everyday life at home, in the community, at work and in study.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Foundation Mathematics are 'Space, Shape and Design', 'Patterns and Number', 'Data' and 'Measurement'.

This course is only available to students who are recommended this study by the Mathematics faculty. This recommendation is based on a variety of internal and external assessment results.

10 Foundation Mathematics is suitable for students who wish to take a vocational pathway or undertake VCE Foundation Mathematics in Years 11 and 12.

OUTCOMES

For each unit, the student is required to demonstrate achievement of three outcomes. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

- Students should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
- Students should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.
- Students should be able to select and use technology to solve problems in practical contexts.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement of Outcomes 1 and 2 will be based on the student's performance on a selection of the following assessment tasks:

- investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- tests of mathematical skills developed across application contexts
- end of semester examination

Demonstration of achievement of Outcome 3 will be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

YEAR 10 SUBJECTS

Mathematics – 10 Mathematical Methods

The study of Year 10 Mathematical Methods will assist you to think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology and communicate ideas and information.

In this study, you will practice mathematical algorithms, routines and techniques and use them to solve complex problems and apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches. You will complete a course that provides a sound background in number, algebra, function, measurement and geometry. The appropriate use of technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators. Topics in Semester 1 include Algebra and Equations, Linear Functions, Surds and Indices and Quadratic Expressions and Equations.

In Semester 2, the course contains additional content suitable for development of a student's Mathematical background in preparation for further study of functions, algebra, calculus, statistics and trigonometry. Topics studied include Quadratic Functions and other Curves, Geometry, Trigonometry and Probability.

This study provides extended mathematical training for those students who wish to continue their studies in functions, algebra and calculus. Students choosing this subject generally intend to continue to a tertiary level of study which may require mathematics as a prerequisite for entry.

Students satisfactorily completing 10 Mathematical Methods may continue into VCE studying any combination of Units 1 and 2 Mathematics.

OUTCOMES

For each semester, the student is required to demonstrate achievement of three outcomes. For each semester, the outcomes apply to the content from the areas of study selected for that semester. On completion of this semester:

- Students should be able to define and explain key concepts as specified in the selected content from the topics studied, and apply a range of related mathematical routines and procedures.
- Students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the semester to investigate and analyse extended application problems in a range of contexts.
- Students should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

All assessments are school-based.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- tests
- application/problem-solving tasks
- end of semester examinations

A combination of "technology free" and "technology active" assessment tasks will be undertaken in this subject.

YEAR 10 SUBJECTS

Media – Film and Production

Narratives can be communicated in a variety of forms: through art, literature, music, film and TV. Each form has its own set of techniques for telling a story.

The techniques used by film narratives are unique and specific. This Media elective will explore the techniques used by film and television products to tell stories and explore ideas. You will study the nature and structure of screenplays, exploring how they tell stories unlike other literary forms. You will develop skills in writing and producing film and TV media products for a variety of audiences, both individually and collaboratively.

OUTCOMES

- The students will analyse the intentions of media creators and producers and the influences of narratives on an audience in film and television products.
- The students will build specialist skills in developing a media narrative for production.
- The students use the developed specialist production skills within collaborative media productions, and explain and reflect on the media production process.
- The students in collaboration, will use their developed specialist production skills to produce media productions.

Subject-specific skills are:

- You will develop critical thinking skills.
- You will develop research skills.
- You will develop oral presentation skills.
- You will develop collaborative skills.
- You will use ICT, camera, editing software, and production & post-production techniques.

Transferrable skills include the ability to:

- read, critique, analyse, discuss and respond to contemporary narrative texts
- present complex ideas and information imaginatively to an audience
- use the mechanics of language accurately and effectively in written and oral responses
- utilise ICT in the research, creating and presenting of assessment tasks

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Music

The Year 10 Music course offers musicians an opportunity to enrich their skills and understanding and is highly recommended for any students interested in studying the music subjects at VCE level.

For students with a commitment and a love for music, this elective will develop music performance skills in a solo and/or a group context by providing learning in the areas of performance, theory, aural skill and music analysis.

You will develop the skills to:

- perform a short program of works as a soloist or in a group
- analyse the musical choices made by artists and composers to create expression
- make choices when creating and performing music by applying music literacy and analytical skills

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that students who select this subject are currently undertaking lessons on their chosen instrument/voice with an instrumental teacher from the College. If this is not so, please consult with the Head of Faculty.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Music Technology

This is a project-oriented course designed to familiarise students with the use of computers in music production, enhancing compositional and arranging skills. *Logic Pro X* will be used to develop students' theoretical understanding of music, with a focus on mixing and remixing. This recording studio software boasts strong recording and production capabilities and is an industry standard.

Skills include the ability to:

- implement a variety of techniques used in digital composition
- explore and manipulate a range of sounds in the given sound palette
- arrange, mix and remix music stimuli evidenced in folio tasks and timed assessments

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that students have undertaken Music Technology in Year 9.

YEAR 10 SUBJECTS

Outdoor Construction

Outdoor Construction will allow you to focus on how to design and construct for outdoor environments. Whilst the subject will have a focus on useable furniture, there will also be the opportunity to explore how we relate to the external built environment. A folio of work will be developed, either individually or as a team, and a range of construction methods and materials will be investigated that are suited to products that will be exposed to the weather.

Generic skills that are developed across all the subjects in the Design and Technology area include:

- use of the Product Design process to develop a product for specific situation
- design thinking skills
- project management skills
- safe workshop practices

Subject specific skills are:

- You will develop a folio of work that covers the stages of the product design process. This will be done either individually or as a team.
- You will design, construct and evaluate one or more products using the product design process and with reference to a range of factors that impact on design.
- You will learn about materials and construction techniques suitable for the outdoors.
- You will develop competency in the safe use of a range of machines and tools, and how to select the appropriate tool/machine and process for specific tasks.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

YEAR 10 SUBJECTS

Outdoor Education

You will participate in a range of Outdoor Education practical activities to improve your practical skills and to develop an appreciation and awareness of the environment and the role that we (as humans) play in maintaining and preserving the environment for the future. Through outdoor activities you will have the opportunity to; develop an appreciation and understanding of outdoor environments; develop skills and knowledge related to practical experiences of outdoor environments; develop an understanding of the role of the outdoor environment and the need for its conservation; develop an understanding of strategies used to protect, conserve and manage the outdoor environment and acquire practical skills for safe outdoor participation. Practical activities may include surfing, snorkelling, bushwalking, canoeing/kayaking and other Outdoor Education based activities.

Generic skills that are considered across all the subjects in the Physical Education faculty include:

- display safe behaviour
- demonstrate minimal impact
- assess and plan for risk
- ability to work in teams
- work to acquire practical skills

Subject specific skills are:

- You will interact with the outdoor environment in a positive manner.
- You will be able to develop behaviours for enhancing safe participation in outdoor activities.
- You will be able to develop an understanding of risk and risk management for outdoor activities.
- You will be working in teams.
- You will gain knowledge about yourself.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Philosophy – Introduction to Philosophy

CONTENT

So, what is philosophy? At its simplest, it is 'thinking about thinking' or 'thinking about ideas and concepts'. The course is designed to help you think about your thinking, to think more clearly about ideas, to engage in argument – and to argue well. It will also introduce some of the ideas that have made philosophy one of the most enduring and useful subjects ever taught, and some of the thinkers who have brought us a rich understanding of these ideas.

OUTCOMES

- Students should be able to understand how to construct a rational argument and engage in dialogue reflecting on philosophers such as Plato, Aristotle, Hume and Kant.
- Students should be able to understand how to negotiate hypothetical arguments, what makes a strong and weak argument and engage with topics such as the arguments for the existence of God, art, love, ethics, free will and determinism.

ASSESSMENT

Students will undergo one assessment per term. Assessment tasks may include a variety of the following: an essay, a written analysis, short answer responses, a written reflection, presentations (oral, multimedia), and a dialogue (oral, written).

YEAR 10 SUBJECTS

Physical Education (Sports Injuries, First Aid and Training)

This is the core Physical Education subject in Year 10.

Students will be required to undertake a first aid course from an external provider and attain recognised qualifications for Provide First Aid Course HLTAID001.

This subject introduces students to the musculoskeletal system with a focus on the major bones, joints, muscles and connective tissue of the body. Students will examine how the extent and intensity of sport participation relates to the incidence of sporting injuries. Students will investigate how injuries are classified, managed and the role of first aid in this process.

Students will also gain an understanding of how someone can improve their own personal fitness levels and the correlation between fitness and injuries.

Class activities will include completing essential course work, completing the first aid course and undertaking relevant practical activities.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

YEAR 10 SUBJECTS

Physics

Year 10 Physics is highly recommended for students who are considering going on to study VCE Physics.

Students should have attained a B^+ average across all Year 9 subjects in order to feel confident in their ability to successfully complete this subject.

This course is intended for students who have an interest in understanding the fundamentals of motion, forces and energy and how applications of these impact on everyday life. Students will take part in designing and undertaking practicals for analysis and presentation of findings; describing motion; the combination of forces that result in motion; analysis of physical interactions by the consideration of the energy of a system and its energy conservation. ICT is extensively used in practicals and for learning purposes.

Students who take Foundation Mathematics or no Mathematics at VCE should not choose VCE Physics and are therefore advised not to do Year 10 Physics.

Generic skills that are considered across all the subjects in the Science faculty include:

- application and analysis of theory to practical situations as part of the scientific model specific to the practical
- use equipment, materials and instruments responsibly and safely
- present experimental data in table or graphical form for analysis, for discussion and to form a conclusion
- use information technology to research information as required

Subject specific skills are:

- You will explain the change in the motion of an object in terms of its position, speed and acceleration.
- You will account for the motion of an object in terms of the forces acting on the object and the energy transformations it undertakes.
- You will develop an understanding of kinetic, gravitational potential and elastic potential energies and their relationship as the total energy of a system, including energy transfer to heat and sound in non-isolated systems.
- You will design and undertake practicals, analyse data and present practical reports.

YEAR 10 SUBJECTS

Psychology

Year 10 Psychology is highly recommended for students who are considering going on to study VCE Psychology.

This subject is intended for students who have an interest in how people are shaped by internal and external influences. Internal influences on who we are include the biological basis of behaviour, sleep and fear. External influences such as learning and identity impact on the sense of self. The topics covered include: My Mind, Brain and Behaviour, Research Methods and Criminal Minds. This subject gives students an insight into how psychological research is constructed, conducted and analysed.

Generic skills that are considered across all the subjects in the Science faculty include:

- application and analysis of theory to practical situations
- evaluation of ethical implications of scientific research and theory
- use equipment, materials and instruments responsibly and safely
- present experimental results appropriately; correct use of the selected report writing format
- apply techniques to locate more precise information from websites, including searching general and specialised directories; use of selected software and hardware to enhance and support the application of content

Subject specific skills are:

- You will understand the biological basis of behaviour, the role of the central and peripheral nervous system, the structure and function of the brain, neurons and neural impulses.
- You will examine different factors that contribute to people becoming criminals, and use these factors to create a criminal profile.
- You will investigate research methodologies in the analysis and application of research as a tool for the evaluation of theories, analysis of study designs and the design of experiments.
- You will use learning technologies to assist with research, analysis and application tasks.

YEAR 10 SUBJECTS

Science

Two Science subjects are offered in Year 10:

- Biological and Chemical Sciences
- Physical Sciences, Earth and Space

Science is ideal for students who are still unsure about which Sciences they wish to study when they move on to VCE. Students can study either both Science subjects, or one Science subject of interest together with another semester long Science subject (Biology, Chemistry, Physics or Psychology). Science subjects provides students with the opportunity to model scientific investigation and focus on scientific skills and collaborative problem-solving.

Summary of the overall Science program, with both subjects studied in Year 10:

In Science, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Students will:

- develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation
- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data
- analyse data, selecting evidence and developing and justifying conclusions, identify alternative explanations for findings and explain any sources of uncertainty
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited
- construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes

Science CONTINUED

Topics covered in the individual semester-based Science subjects:

Science – Biological and Chemical Sciences

Genetics and evolution:

Students explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Chemical patterns and chemical reactions:

Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

Science – Physical Sciences, Earth and Space

The Universe and patterns of global climate change:

Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

Forces, energy and motion:

Students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

YEAR 10 SUBJECTS

YEAR 10 RELIGIOUS STUDIES

In faithfulness to Overnewton's Christian (Anglican) identity and commitment to provide a well-rounded education, all students participate in the College's Religious Studies program, except at Year 11 & 12 where it is an elective.

All Year 10 students are required to study VCE Religion and Society Unit 1: Religion in Society and Unit 2: Religion and Ethics.

VCE Religion and Society Unit 1: Religion in Society and Unit 2: Religion and Ethics

DURATION OF SUBJECT

These units will be taught over the full year.

CONTENT

Unit 1: Religion in Society

In this unit, students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Unit 2: Religion and Ethics

In this unit, students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

OUTCOMES

Unit 1

- Students should be able to discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.
- Students should be able to discuss the changing roles of religion and the interrelationship between religion and society over time.
- Students should be able to discuss the presence of religion in Australia, past and present.

VCE Religion and Society Units 1 and 2 CONTINUED

Unit 2

- Students should be able to explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.
- Students should be able to analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist and society over time.
- Students should be able to examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute.

ASSESSMENT

Assessment tasks may include a variety of the following: analytical exercises, case studies, debates, essays, extended responses, multimedia presentations, structured questions, reports, and/or visual analyses.

An examination will be undertaken at the end of each semester.

YEAR 10 SUBJECTS

Visual Communication Design

Designers work across the design fields of messages, objects, environments and interactive experiences. They design for the printed media, digital media, industrial design, architecture, landscape design, and interactive in areas such as magazines, posters, packaging and signage. You will use the design process to create final presentations on the computer using the Adobe Creative Suite. You will learn about typographic conventions and design elements and principles through creating 2D and 3D final presentations.

Subject specific skills are:

- You will develop shading and rendering techniques to accurately communicate texture and form.
- You will use freehand drawing in the creation of thumbnail sketches.
- You will understand layout using design elements and principles.
- You will use pencils, fineliners, markers and the computer as drawing media.
- You will use the Design Process and document your process through the use of a folio.

You will develop a folio of work through:

- use of the Design Process to develop illustrative type that's produced as finals in Adobe Illustrator
- illustrative rendering techniques and their application in the production of illustration
- use of the Design Process to develop and produce promotional graphics which could include: T-shirts, shopping bags, surface graphics and packaging

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE UNITS INFORMATION

VCE Accounting Units 1 and 2

CONTENT

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

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

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

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

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

OUTCOMES

Unit 1

- Students should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Students should be able to 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.

Unit 2

- Students should be able to record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
- Students should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
- Students should be able to record and report for non-current assets and depreciation.

VCE Accounting Units 1 and 2 CONTINUED

ASSESSMENT

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

For Unit 1, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

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

- a folio of exercises using manual methods and ICT
- structured questions using manual methods and ICT
- an assignment including use of 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

VCE UNITS INFORMATION

VCE Accounting Units 3 and 4

CONTENT

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

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

OUTCOMES

Unit 3

- Students should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations.
- Students should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

VCE Accounting Units 3 and 4 CONTINUED

Unit 4

- Students should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports.
- Students should be able to prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business.

ASSESSMENT

The School Assessed Coursework for Units 3 and 4 contributes 50% to the study score. The end-of-year examination contributes 50% towards the study score.

VCE UNITS INFORMATION

VCE Art Units 1 and 2

CONTENT

Unit 1

This unit focuses on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Unit 2

This unit focuses on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time.

OUTCOMES

Unit 1

- Students should be able to identify and then discuss relationships between art and the society in which it was made, with reference to selected artworks.
- Students should be able to present visual solutions with a range of materials, cross media techniques and processes when studying an art form, through practical exploration and experimentation.

Unit 2

- Students should be able to identify and discuss different expressions of artistic identity and innovation, with reference to selected artworks.
- Students should be able to develop technical skill using a variety of media, through visual communication and personal exploration of ideas and issues.

ASSESSMENT

Unit 1

Students complete a series of written reports, oral reports and short answer responses on visual analysis. They are also assessed on their ability to explore a variety of ideas, media, techniques and working methods.

Unit 2

Students complete a series of written reports, oral reports and short answer responses on artistic identity and artistic innovation. They are also assessed on their ability to develop visual solutions that communicate areas of personal interest through a range of materials, techniques and working methods.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE UNITS INFORMATION

VCE Art Units 3 and 4

CONTENT

Unit 3

This unit focuses on selected artists who have produced works before 2001 and since 2001. Students link their growing theoretical understanding of art to their own practice in their practical work. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Lenses.

Unit 4

This unit focuses on artworks to develop and expand upon students' personal points of view. Students build on their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. Students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice.

OUTCOMES

Unit 3

- Students should be able to interpret the formal qualities of art works together with their content and the messages that they convey.
- Students should be able to undertake a broad and innovative investigation trialling materials and techniques through inter/cross media explorations to communicate ideas, directions and individual concepts.

Unit 4

- Students should be able to identify ideas, issues and arguments expressed in commentaries on art works and apply analytical lenses in the analysis of selected art works so as to develop personal points of view about the meaning of art works.
- Students should be able to realise and resolve a sustained and articulate inter/cross media body of work that communicates concepts, observations/ideas with technical skill and an awareness of aesthetic qualities.

ASSESSMENT

School Assessed Coursework and tasks, which are subject to external review in Unit 4, are applied to each of these units. The results obtained for the course work and tasks, together with the end-of-year exam, contribute to the study score.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE UNITS INFORMATION

VCE Biology Units 1 and 2

CONTENT

Unit 1: How do organisms regulate their functions?

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.

A student-adapted or student-designed scientific investigation is undertaken. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from other parts of the course.

Unit 2: How does inheritance impact on diversity?

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.

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 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.

OUTCOMES

Unit 1

- Students should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Students should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Students should be able to 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.

VCE Biology Units 1 and 2 CONTINUED

Unit 2

- Students should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Students should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Students should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

ASSESSMENT

Across both units, assessment includes the undertaking of: practical activities, questions and problems, tests, the design and implementation of field based investigations, short reports on investigations, and presentations of structured written reports of field studies, presentations of practical reports in non-text formats such as poster and multimedia, and oral presentations.

VCE UNITS INFORMATION

VCE Biology Units 3 and 4

CONTENT

Unit 3: How do cells maintain life?

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

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

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 paleontology, 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.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

OUTCOMES

Unit 3

- Students should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Students should be able to 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.

VCE Biology Units 3 and 4 CONTINUED

Unit 4

- Students 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.
- Students should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Students should be able to 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.

ASSESSMENT

Percentage contributions to the study score are as follows:

- Unit 3 School Assessed Coursework comprises 20% of the study score
- Unit 4 School Assessed Coursework comprises 30% of the study score
- end-of-year examination comprises 50% of the study score

VCE UNITS INFORMATION

VCE Business Management Units 1 and 2

CONTENT

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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 met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

OUTCOMES

Unit 1

- Students should be able to 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.
- Students should be able to describe the internal business environment and analyse how factors from within it may affect business planning.
- Students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2

- Students should be able to 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.
- Students should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Students should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

ASSESSMENT

Assessment tasks for these units are chosen from the following: a case study analysis, short-answer and extended-answer structured questions, business research report, an interview and a report on contact with a business, school-based, short-term business activity, business simulation exercise, essay, business survey and analysis and a media analysis.

VCE Business Management Units 3 and 4

CONTENT

Unit 3: Managing a business

In this unit, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

OUTCOMES

Unit 3

- Students should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.
- Students should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Students should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4

- Students should be able to explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
- Students should be able to 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

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

VCE UNITS INFORMATION

VCE Chemistry Units 1 and 2

Students who take Foundation Mathematics or no Mathematics at VCE should not choose VCE Chemistry.

CONTENT

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

The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical 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.

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.

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. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 2: How do chemical reactions shape the natural world?

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.

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.

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.

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. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

VCE Chemistry Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- Students should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
- Students should be able to 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.
- Students should be able to 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.

Unit 2

- Students should be able to 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.
- Students should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
- Students should be able to 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.

ASSESSMENT

Across both units, assessment includes some of the following: a report of a laboratory or fieldwork activity, including the generation of primary data, a summary report of selected practical investigations, critique of an experimental design, chemical process or apparatus, analysis and evaluation of generated primary and/or collated secondary data, a media analysis/response, problem-solving involving chemical concepts, skills and/or issues, a report of an application of chemical concepts to a real-life context, and a scientific poster.

VCE Chemistry Units 3 and 4

CONTENT

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit, students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4.

VCE Chemistry Units 3 and 4 CONTINUED

OUTCOMES

Unit 3

- Students should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
- Students should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4

- Students should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
- Students should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
- Students should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

ASSESSMENT

In both units, practical work and the analysis of data play a central role in assessment in each area of study.

There are 5 internal course assessment tasks take the following format.

For each outcome, one task selected from:

- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
- communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words

Each of the five above assessments will contribute 10% towards the final study score and the final examination will contribute 50%.

VCE UNITS INFORMATION

VCE Applied Computing Units 1 and 2

CONTENT

Unit 1

In Unit 1, you will be introduced to the stages of the problem-solving methodology. You will focus on how data can be used within software tools to create databases, spreadsheets and data visualisations, and the use of programming languages to develop working software solutions. You will respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present your findings as data visualisations. You will present work that includes database, spreadsheet and data visualisations solutions. You will select and use a programming language to create a working software solution. You will prepare, document and monitor project plans.

Unit 2

In Unit 2, you will focus on developing innovative solutions to needs or opportunities that you have identified, and propose strategies for reducing security risks to data and information in a networked environment. You will work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. You will investigate networks and the threats, vulnerabilities and risks to data and information. You will propose strategies to protect the data accessed using a network.

OUTCOMES

Unit 1

- You will interpret teacher-provided solution requirements and design, analyse data and develop data visualisations to present findings.
- You will interpret teacher-provided solution requirements to design, develop and evaluate a software solution using an object-oriented programming language.

Unit 2

- In collaboration with other students, you will analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- You will respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

ASSESSMENT

Assessment for these units will be based on the student's performance on a selection of assessment tasks. These could include: folio of exercises, presentation (oral, multimedia, visual), written report, annotated visual report, or case study with structured questions.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Applied Computing: Data Analytics Units 3 and 4

CONTENT

Unit 3

In Unit 3, you will apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. You will develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 4

In Unit 4, you will focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats. You will develop your preferred design into infographics and/or dynamic data visualisations, and assess the project plan. You will investigate security practices of an organisation including examining the threats to data and information, evaluating security strategies and recommending improved strategies for protecting data and information.

OUTCOMES

Unit 3

- You will respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data, and conduct statistical analysis and develop data visualisations to display findings.
- You will propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas, and represent the preferred design for creating infographics and/or dynamic data visualisations.

Unit 4

- You will develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan.
- You will respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies, and make recommendations to improve security strategies.

VCE Applied Computing: Data Analytics Units 3 and 4 CONTINUED

ASSESSMENT

Students will complete a range of tasks during the course, including a written report, design folio, software solution, and case study with structured questions.

Unit 3		Unit 4	
School Assessed Coursework	10%	School Assessed Coursework	10%
School Assessed Task for Unit 3 Outcome 2 and Unit 4 Outcome 1 will contribute 30% to the study score			
Units 3 and 4 VCE Applied Computing: Data Analytics examination will contribute 50% to the study score			

VCE Applied Computing: Software Development Units 3 and 4

CONTENT

Unit 3

In Unit 3, you will apply the problem-solving methodology to develop working software modules using an object-oriented programming (OOP) language. You will respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Through this work, you will develop an understanding of the analysis, design and development stages of the problem-solving methodology. You will examine a set of requirements and a range of software design tools in order to apply specific processing features of a programming language to create working modules. You will analyse an identified problem, need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

Unit 4

In Unit 4, you will focus on how the needs of individuals and organisations are met through the development of software solutions using an object-oriented programming (OOP) language. You will consider the cyber security risks to organisations as a result of insecure software development practices. You will turn your preferred design (developed in Unit 3 Outcome 2) into a working software solution, then test and evaluate the solution and assess the project plan. You will examine the current software development practices of an organisation and the risks associated with insecure software development environments and practices. You will also evaluate the current security practices and make recommendations to ensure software development environments and practices are secure.

OUTCOMES

Unit 3

- You will interpret teacher-provided solution requirements and designs, and use appropriate features of an object-oriented programming language to develop working software modules.
- You will document a problem, need or opportunity, formulate a project plan, document an analysis, and generate design ideas and a preferred design for creating a software solution.

Unit 4

- You will develop and evaluate a software solution that meets and assess the effectiveness of the project plan.
- You will respond to a teacher-provided case study to analyse an organisation's software development practices, identify and evaluate current security controls and threats to software development practices, and make recommendations to improve practices.

VCE Applied Computing: Software Development Units 3 and 4

CONTINUED

ASSESSMENT

Students will complete a range of tasks during the course, including a written report, design folio, software solution, and case study with structured questions.

Unit 3		Unit 4	
School Assessed Coursework	10%	School Assessed Coursework	10%
School Assessed Task for Unit 3 Outcome 2 and Unit 4 Outcome 1 will contribute 30% to the study score			
Units 3 and 4 VCE Applied Computing: Software Development examination will contribute 50% to the study score			

VCE Dance Units 1 and 2

CONTENT

Unit 1

In this unit, students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring movement categories and commence the process of developing a personal movement vocabulary.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of movement categories through the safe use of technical and physical skills. Students develop and perform movement studies and dances with a focus on technical skills and abilities. They discuss cultural influences on their own dance backgrounds, and on the intentions and movement vocabulary in their own dances.

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.

OUTCOMES

Unit 1

- Students should be able to describe and document the intention, body actions and technical and physical skills used in their own and other choreographers' dance works; and discuss cultural influences that impact on their own dance making.
- Students should be able to choreograph and perform a solo or group dance work with a unified composition that communicates an intention and complete structured improvisations.
- Students should be able to execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer, through the safe use of technical and physical skills.
- Students should be able to describe the safe use, maintenance and physiology of the dancer's body, and methods and alignment principles which facilitate development of technical and physical skills.

VCE Dance Units 1 and 2 CONTINUED

Unit 2

- Students should be able to analyse and discuss ways elements of movement are manipulated to communicate an intention, and cultural influences on selected dance works.
- Student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance making and performance processes used in their own works.
- Student should be able to execute manipulations of the elements of movement in a learnt solo or group dance work to communicate the choreographer's expressive intention, through the safe use of technical and physical skills, and analyse the processes used to learn, rehearse and perform the work.

ASSESSMENT

Unit 1

Demonstration of achievement of **Outcome 1** is based on a character based group performance to an audience. Outcomes 2 and 3 are based on the student's performance in a variety of tasks.

Unit 2

Demonstration of achievement of **Outcome 2** is based on the student's solo performance. Outcomes 2 and 3 are based on the student's performance in a variety of tasks.

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that:

- students have undertaken Dance Electives in Year 9 and/or Year 10
- students have had Dance school experience prior to undertaking this sequence of units

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Dance Units 3 and 4

CONTENT

Unit 3

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work, students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work.

Students also develop an understanding of choreographic skills through an analysis of ways the intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected from the prescribed list of dance works is developed through the use of choreographic devices and arrangement of phrases and sections. Students analyse expressive use of movement vocabulary in the selected dance works, and cultural influences on the choreographers' choice of expressive intention, and technical and production aspects of the dance works.

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of group structures and the elements of spatial organisation, including direction, level, eye/body focus and dimension, in group dance works by twentieth and/or twenty-first century choreographers. Cultural influences on choices made by choreographers in these works are also studied.

OUTCOMES

Unit 3

- Students should be able to analyse cultural influences on, and the movement vocabulary and use of, related phrases, movement sections, formal structures and dance design to communicate the intention in prescribed solo dance works.
- Students should be able to choreograph, rehearse and perform a solo dance work using a personal movement vocabulary and technical, physical and performance skills to communicate their intention, and analyse the processes used to choreograph, rehearse and perform the dance work.
- Students should be able to learn, rehearse and perform a group dance work created by another choreographer, and analyse the processes involved in learning, rehearsing and performing the work.

VCE Dance Units 3 and 4 CONTINUED

Unit 4

- Students should be able to analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.
- Students should be able to choreograph, rehearse and perform a solo dance work which has a unified composition and communicates an expressive intention through manipulation of the elements of spatial organisation, and analyse the processes used to choreograph, rehearse and perform the dance work.

ASSESSMENT

Unit 3

The student's level of achievement in Unit 3 will be determined by School Assessed Coursework and an end-of-year examination. School Assessed Coursework for Unit 3 will comprise 15% of the final assessment.

Unit 4

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50% to the study score, and an end-of-year written examination, which will contribute 25% to the study score.

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that students have undertaken Units 1 and 2 in this subject.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE UNITS INFORMATION

VCE Drama Units 1 and 2

CONTENT

Unit 1: Introducing performance styles

In this unit, students study performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2: Australian Identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

OUTCOMES

Unit 1

- Students should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.
- Students should be able to perform devised drama works to an audience.
- Students should be able to analyse the development, and the performance to an audience, of their devised work.
- Students should be able to analyse the presentation of ideas, stories, and characters in a drama performance by professional or other drama practitioners.

VCE Drama Units 1 and 2 CONTINUED

Unit 2

- Students should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
- Students should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
- Students should be able to analyse the development, and performance to an audience, of their devised work.
- Students should be able to analyse and evaluate a performance of a drama work by Australian practitioners.

ASSESSMENT

The student's level of achievement will be determined by School Assessed Coursework. This includes:

- creating a devised performance
- presenting a devised performance
- analysing a devised performance
- analysing a professional drama performance
- written internal exam

PREREQUISITES

There are no prerequisites for entry to Units 1 and 2. Prior learning in Year 9 and/or Year 10 Drama is advantageous but not essential.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Drama Units 3 and 4

CONTENT

Unit 3: Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Throughout development of the work, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually by VCAA.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work.

Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

OUTCOMES

Unit 3

- Students should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
- Students should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
- Students should be able to analyse and evaluate a professional drama performance.

Unit 4

- Students should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
- Students should be able to create, develop and perform a solo performance in response to a prescribed structure.
- Students should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

VCE Drama Units 3 and 4 CONTINUED

ASSESSMENT

Unit 3

The student's level of achievement will be determined by School Assessed Coursework including performances and written work.

Unit 4

School Assessed Coursework for Unit 4 will comprise part of the final assessment. The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

PREREQUISITES

There are no prerequisites for entry into Unit 3 although it is preferred that students have completed Units 1 and/or 2; or at least Year 10 Drama. It is advantageous but not essential.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE UNITS INFORMATION

VCE Economics Units 1 and 2

CONTENT

Unit 1: Economic decision-making

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. 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. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2: Economic issues and living standards

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. 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.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

VCE Economics Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- Students should be able to 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.
- Students should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
- Students should be able to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2

- Students should be able to explain the purpose of economic activity, the distinction between material and non-material 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.
- Students should be able to 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 these units include: analysis of written, visual and statistical evidence, a folio of applied economic exercises, problem-solving tasks, a blog of annotated media commentaries using print or electronic materials, a report of an investigation, case studies, a debate, a presentation (oral, multimedia, visual), a web page, a media analysis, economic simulation activities, an essay/a structured report, structured questions.

VCE Economics Units 3 and 4

CONTENT

Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect domestic macroeconomic goals.

Unit 4: Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

VCE Economics Units 3 and 4 CONTINUED

OUTCOMES

Unit 3

- Students should be able to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
- Students should be able to analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
- Students should be able to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Unit 4

- Students should be able to discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
- Students should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

ASSESSMENT

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

VCE UNITS INFORMATION

VCE English Units 1 and 2

CONTENT

Unit 1

In this unit, students engage in the reading and viewing of 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, investigating the point of view and/or the voice of the text. Students then 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 forms through reading texts and then employing and experimenting with the qualities of effective writing in their own work.

Unit 2

In this unit, 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. They 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. Students apply their knowledge of argument to create a point of view text for oral presentation.

OUTCOMES

Unit 1

Reading and exploring texts

- Make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

Crafting texts

- 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; and to describe individual decisions made about vocabulary, text structures, language features and conventions used in the writing process.

Unit 2

Reading and exploring texts

- Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Exploring argument

- 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; and to construct a point of view text for oral presentation.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of the units are determined by evidence gained through participation in class activities and a variety of formative and summative assessment tasks throughout the program.

VCE UNITS INFORMATION

VCE English Units 3 and 4

CONTENT

Unit 3

In Unit 3, students apply reading and viewing strategies to critically engage with a text, and analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students then build on the knowledge and skills developed in Unit 1, when they read and engage imaginatively and critically with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They then reflect on the deliberate choices they have made through their writing processes in their commentaries where they explain the decisions made through the writing process.

Unit 4

In Unit 4, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. They study then the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. They consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect, analysing the ways all these elements work together to influence and/or convince an intended audience. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

OUTCOMES

Unit 3

Reading and responding to texts

- Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Crafting texts

- Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

Reading and responding to texts

- Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Analysing argument

- Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

VCE English Units 3 and 4 CONTINUED

ASSESSMENT

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

- Unit 3 School Assessed Coursework: 25%
- Unit 4 School Assessed Coursework: 25%
- end-of-year examination: 50%

VCE UNITS INFORMATION

VCE English Language Units 1 and 2

It is strongly recommended that students undertaking VCE English Language Units 1 and 2 also undertake VCE English Units 1 and 2.

CONTENT

Unit 1

In this unit, students explore the nature of language and the various functions that language performs in a range of Australian and other contexts. They consider the properties that distinguish human communication as unique, the differences between the modes of spoken and written language, and the relationship between meaning and conventions that govern language use. Students are introduced to the theory that language is a system of signs and conventions, and our use of language is governed by conventions and informed by accepted systems. Meaning can be conveyed through the key language modes of writing and speaking. Languages allow for communication through actions, like speech sounds, or graphic symbols such as letters. Communication can also occur through systems such as sign languages, and students can consider the role of paralinguistic features in conveying meaning, but the focus of this area of study is on the language modes of writing and speaking. Students learn that our language choices are always influenced by the function, register and tenor and the situational and cultural contexts in which they occur, and are based on understandings and traditions that shape and reflect our view of the world. Cultural factors, such as the values, attitudes and beliefs held by participants and the wider community, also affect people's linguistic choices.

Unit 2

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly. In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of Indigenous peoples. They consider the cultural repercussions of the spread of English.

OUTCOMES

Unit 1

- Students should be able to identify and describe primary aspects of the nature and functions of human language.
- Students should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Unit 2

- Students should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.
- Students should be able to identify and explain the effects of the global spread of English through spoken and written texts.

VCE English Language Units 1 and 2 CONTINUED

ASSESSMENT

Students will be required to achieve the above outcomes through a selection of tasks. These tasks may include some of the following: a folio, a written or oral report, a presentation, a test, a selection of short answer questions, a written analytical response, a case study.

VCE UNITS INFORMATION

VCE English Language Units 3 and 4

CONTENT

Unit 3

The focus of this unit is English language in contemporary Australian settings. Consideration is given to language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. The features of formal and informal language in both spoken and written language modes are examined; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Analysis is undertaken of the interrelationship between words, sentences and text, to explore how texts present message and meaning. Language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. The situational elements of a language exchange, such as the field, language mode, setting and text type, all influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Speakers and writers select language features to establish the degree of formality within a discourse. Language can be indicative of relationships, power structures and purpose, through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4

The focus of this unit is on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Language expresses individual identity and signals membership of particular groups, thus creating either solidarity or reinforcing social distance. The development of identity in response to situations and experiences is explored, as well as how people see themselves and how others see them. A variety of texts are examined to explore the ways different identities are imposed, negotiated and conveyed.

OUTCOMES

Unit 3

- Student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.
- Student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.

Unit 4

- Student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.
- Student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

ASSESSMENT

School Assessed Coursework and an end-of-year examination, which will contribute 50% to the final assessment, will determine the student's level of achievement for Units 3 and 4.

VCE UNITS INFORMATION

VCE Geography Units 1 and 2

CONTENT

Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students also undertake fieldwork in this unit and report on this fieldwork.

Unit 2: Tourism

In this unit, students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures.

Students undertake fieldwork in this unit and report on this fieldwork.

OUTCOMES

Unit 1

- Students should be able to analyse the nature of hazards and the impacts of hazard events at a range of scales.
- Students should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2

- Students should be able to analyse the nature of tourism at a range of scales.
- Students should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

ASSESSMENT

Assessment tasks for these units include: recording and reporting on data collected in the field; data processing and presentations – maps, graphs, annotated visual display; research reports; written responses; short tests and examination.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Geography Units 3 and 4

CONTENT

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, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources.

Unit 4: Human population: trends and issues

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

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

OUTCOMES

Unit 3

- Students should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.
- Students should be able to analyse land use change and evaluate its impacts.

Unit 4

- Students should be able to analyse and discuss population dynamics on a global scale.
- Students should be able to analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

ASSESSMENT

School Assessed Coursework for each of Units 3 and 4 will contribute 25% of the study score. The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 50% to the study score.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Health and Human Development Units 1 and 2

CONTENT

Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Area of Study 1: Concepts of health

In this area of study, students take a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring concepts of health are complicated by a diversity of social and cultural contexts. Students consider the measurable indicators of population health and look at data reflecting the health status of young Australians. Focusing on youth, students inquire into the reasons for variations and inequalities in health status, including the sociocultural factors that contribute to variations in health outcomes.

Area of Study 2: Youth health and wellbeing

In this area of study, students apply the broad concepts of health and wellbeing from Area of Study 1 to their study of Australia's youth. They identify major health inequalities impacting Australia's youth and reflect on the causes. Students inquire into how governments and organisations develop and implement youth health programs and consider factors that influence the implementation of and access to these programs.

Students conduct a research investigation and apply research skills to find out what young people are most focused on and concerned about regarding health outcomes. The focus for this research could include key areas such as mental health and wellbeing, smoking and vaping, alcohol and other drugs, gambling, relationships and sexuality, and safety (for example, on the road, in the water and the sun, and online).

Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health of Australia's youth can be promoted and improved.

Area of Study 3: Health and nutrition

In this area of study, students explore food and nutrition as foundations for good health. They investigate the roles and sources of major nutrients and the use of food selection models and other initiatives to promote healthy eating. Students explore the health consequences of nutritional imbalance, especially for youth, and consider the sociocultural and commercial factors that influence the food practices of, and food choices made, by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

VCE Health and Human Development Units 1 and 2 CONTINUED

Unit 2: Managing health and development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Area of Study 1: Developmental transitions

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

Area of Study 2: Youth health literacy

In this area of study, students investigate the health system in Australia from the perspective of youth and their rights and responsibilities. They examine the functions of various entities that play a role in our health system. Students inquire into equity of access to health services, as well as the rights and responsibilities of youth receiving health care. They research the range of health services in their communities and suggest ways of improving the health literacy and health outcomes of youth.

OUTCOMES

Unit 1

- **Outcome 1**: Students should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.
- **Outcome 2**: Students should be able to interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.
- **Outcome 3**: Students should be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

VCE Health and Human Development Units 1 and 2 CONTINUED

Unit 2

- **Outcome 1**: Students should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
- **Outcome 2**: Students should be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

ASSESSMENT

Unit 1

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

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

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

Unit 2

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

- a written report such as a media analysis, a research inquiry, a blog or a case study analysis
- an extended response question analysing a range of data sources with an emphasis on annotating, synthesising and planning the response
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- an oral presentation such as a debate or a podcast
- structured questions including data analysis

VCE Health and Human Development Units 3 and 4

CONTENT

Unit 3: Australia's health in a globalised world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Area of Study 1: Understanding health and wellbeing

In this area of study, students explore health and wellbeing, and illness as complex, dynamic and subjective concepts. They reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations in health status between different groups.

Area of Study 2: Promoting health in Australia

In this area of study, students look at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health outcomes. They examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion, and the general transition of focus from the health and wellbeing of individuals to that of population groups including Aboriginal and Torres Strait Islander Peoples. Students investigate the Australian health system and its role in promoting health and wellbeing. They apply their understanding of successful health promotion campaigns, programs and case studies to evaluate the ability of initiatives to identify priorities and improve health outcomes in Australia.

Unit 4: Health and human development in a global context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They 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 own capacity to act.

VCE Health and Human Development Units 3 and 4 CONTINUED

Area of Study 1: Global health and human development

In this area of study, students explore similarities and differences in health status and human development in low-income, middle-income and high-income countries, including Australia. They investigate a range of factors that contribute to health inequalities and study the concepts of sustainability and the Human Development Index to further their understanding of health and human development in a global context. Students inquire into the effects of global trends on health and human development.

Area of Study 2: Health and the Sustainable Development Goals

In this area of study, students look at action for promoting health globally. They consider the importance of and relationships between the UN's SDGs, focusing on their promotion of health and human development. Students investigate the priorities of the WHO and evaluate Australia's aid program and the role of non-government organisations. They reflect on meaningful and achievable individual and social actions that could contribute to the work of national and international organisations that promote health and wellbeing.

OUTCOMES

Unit 3

- **Outcome 1**: Students should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status.
- **Outcome 2**: Students should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.
  To achieve this outcome, the student will draw on the key knowledge and key skills outlined in Area of Study 2.

Unit 4

- **Outcome 1**: Student should be able to analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.
- **Outcome 2**: Students should be able to analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

VCE Health and Human Development Units 3 and 4 CONTINUED

ASSESSMENT

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

Unit 3

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

Outcomes	Marks allocated	Assessment tasks
Outcome 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.	**50**	The student's performance on each outcome is assessed using one or more of the following. ● a written report such as a media analysis, a research investigation a blog post or a case study analysis ● an extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response ● an oral presentation such as a debate or a podcast ● a visual presentation such as a concept map, an annotated poster, or a digital presentation ● structured questions including data analysis or case study analysis. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives	**50**	
Total marks	**100**	

VCE Health and Human Development Units 3 and 4 CONTINUED

Unit 4

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.	**50**	The student's performance on each outcome is assessed using one or more of the following: ● a written report such as a media analysis, a research investigation, a blog post or a case study analysis ● an extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response ● an oral presentation such as a debate or a podcast ● a visual presentation such as a concept map, an annotated poster, or a digital presentation ● structured questions including data analysis or case study analysis. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 Analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.	**50**	
Total marks	**100**	

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

The examination will contribute 50% to the study score.

VCE Australian and Global Politics Units 1 and 2

CONTENT

Unit 1: Politics, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

OUTCOMES

Unit 1

- Students should be able to explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue.
- Students should be able to analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue.

Unit 2

- Students should be able to analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld.
- Students should be able to analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through participation in discussion groups and a variety of assessment tasks throughout the program. These may include structured questions, a political inquiry, debate or simulation, evaluation of sources, extended responses or an essay.

VCE Global Politics Units 3 and 4

CONTENT

Unit 3: Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Unit 4: Power in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

OUTCOMES

Unit 3

- Students should be able to analyse the causes and consequences of a global issue and evaluate the effectiveness of global actors' responses in resolving the issue.
- Students should be able to analyse the causes and consequences of one contemporary crisis and discuss how global actors' responses have contributed to political stability and/or change.

Unit 4

- Students should be able to analyse the various sources and forms of power used by a state in the Indo-Pacific region and evaluate the extent to which it is able to achieve its national interests.
- Students should be able to analyse different perspectives on Australia's national interests in the Indo-Pacific region and evaluate the degree to which Australia's pursuit of its national interests has resulted in cooperation or conflict with three states in the region.

ASSESSMENT

The following assessment tasks will be completed over Units 3 and 4:

- a political inquiry, analysis and evaluation of sources, extended responses, short-answer questions and an essay.
- School Assessed Coursework for Unit 3 contributes 25% towards the overall study score
- School Assessed Coursework for Unit 4 contributes 25% towards the overall study score
- the level of achievement for Units 3 & 4 is also assessed by an end of year examination which will contribute the remaining 50% towards the study score

VCE History: Modern History Units 1 and 2

CONTENT

Unit 1: Change and conflict

In this unit, students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. Students also focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period.

Unit 2: The changing world order

In this unit, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. Students also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

OUTCOMES

Unit 1

- Students should be able to 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.
- Students should be able to 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.

Unit 2

- Students should be able to explain the causes of the Cold War and analyse its consequences on nations and people.
- Students should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through participation in discussion groups and a variety of assessment tasks throughout the program. These may include a historical enquiry, analysis of historical sources, extended responses or an essay.

VCE History: Revolutions Units 3 and 4

CONTENT

In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats.

The course is divided according to two revolutions, Unit 3 – the French Revolution (1774 – 1795) and Unit 4 – the Russian Revolution (1896 – 1927).

For the two selected revolutions, both areas of study must be undertaken.

Area of Study 1: Causes of revolution

In this area of study, students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Area of Study 2: Consequences of revolution

In this area of study, students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

OUTCOMES

Units 3 and 4

- Students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- Students should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

ASSESSMENT

The following four assessment tasks must be taken over Units 3 and 4:

- historical inquiry, evaluation of historical sources, extended responses, and an essay
- School Assessed Coursework for Unit 3 contributes 25% towards the overall study score
- School Assessed Coursework for Unit 4 contributes 25% towards the overall study score
- the level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute the remaining 50% towards the study score

VCE Languages – Chinese Second Language Units 1 and 2

CONTENT

Units 1 and 2

The areas of study for Chinese Second Language comprise themes and topics, grammar, text types and different styles of writing. The themes and topics enable the student to demonstrate achievement of the outcomes through activities and tasks undertaken. The grammar, vocabulary and kinds of writing are linked to each other through the three prescribed themes which are: the individual, the Chinese-speaking communities, and the world around us. Themes include personal identity, relationships, education and aspirations, history and culture, arts and entertainment, living in a Chinese-speaking community, global and contemporary society, communication and media, and the influence of science and technology. Texts include advertisement, biography, blog, brochure, chart/table, conversation, diary entries, email, interview, invitation, journal entry, letter (formal and informal), note/message, personal profile, plan/itinerary, public announcement, report, review, role-play, speech and story. One of the main attractions of the program for students of this age is that the topics are relevant to their own interests as well as their own perceptions of themselves and the world around them. Language is a powerful means by which these ideas can be explored and developed. The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population.

OUTCOMES

Unit 1

- Students should be able to exchange meaning in a spoken interaction in Chinese.
- Students should be able to interpret information from two texts on the same subtopic presented in Chinese and respond in writing in Chinese and in English.
- Students should be able to present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

Unit 2

- Students should be able to respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
- Students should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.
- Students should be able to explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

ASSESSMENT

Across both units, students are assessed on tasks that may include: informal and formal conversations, replies to personal letters/email/faxes, role-plays, interviews, listening to conversations, broadcasts, obtaining information to complete notes, charts or tables, reorganising information into different text types, reading texts such as extracts, advertisements, letters, recording journal entries, and delivering oral presentations. In both units, students do an oral and a written examination.

VCE UNITS INFORMATION

VCE Languages – Indonesian Units 3 and 4

CONTENT

Units 3 and 4

VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics. The three prescribed themes are: the individual, the Indonesian-speaking communities, and the world around us. Themes include personal identity, lifestyle, cultural heritage, environmental issues, education and aspirations, global and contemporary society, communication and media, history and change. Texts include journal entries, blog, brochure, email, interview, letter (formal and informal), article , report, review, role-play, speech, story and script of a play. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity. One of the main attractions of the program for students of this age is that the topics are relevant to their own interests as well as their own perceptions of themselves and the world around them. Language is a powerful means by which these ideas can be explored and developed.

OUTCOMES

Unit 3

- Students should be able to participate in a spoken exchange in Indonesian to resolve a personal issue.
- Students should be able to interpret information from texts and write responses in Indonesian.
- Students should be able to express ideas in a personal, informative or imaginative piece of writing in Indonesian.

Unit 4

- Students should be able to share information, ideas and opinions in a spoken exchange in Indonesian.
- Students should be able to analyse information from written, spoken and viewed texts for use in a written response in Indonesian.
- Students should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.

ASSESSMENT

School Assessed Coursework includes: writing a personal or imaginative text; a role-play focusing on the resolution of an issue; responding to specific questions, messages or instructions in spoken and written texts; writing an informative, persuasive or evaluative response, and an interview on an issue related to texts studied.

The level of achievement will be determined by School Assessed Coursework and two end-of-year examinations (an oral examination and a written examination). School Assessed Coursework for Units 3 and 4 will each contribute 25% to the study score. The two end-of-year examinations will contribute a total of 50% to the study score.

VCE Legal Studies Units 1 and 2

CONTENT

Unit 1: The Presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

OUTCOMES

Unit 1

- Students should be able to describe the main sources and types of law, and evaluate the effectiveness of laws.
- Students should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Students should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Unit 2

- Students should be able to 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.
- Students should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- Students should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

VCE Legal Studies Units 1 and 2 CONTINUED

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through participation in discussion groups and a variety of assessment tasks throughout the program. These may include structured questions, a folio of exercises, a debate, an essay, a research report or media analysis.

VCE Legal Studies Units 3 and 4

CONTENT

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

OUTCOMES

Unit 3

- Students should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
- Students should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4

- Students should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
- Students should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

ASSESSMENT

There is one examination at the end of the year in November. It contributes 50% to the study score for this subject. The School Assessed Coursework in each of the two semesters contributes 25% to the study score.

VCE UNITS INFORMATION

VCE Literature Units 1 and 2

It is strongly recommended that students undertaking VCE Literature in Units 1 and 2 also undertake VCE English Units 1 and 2.

CONTENT

Unit 1

In Unit 1, students consider how language, structure and stylistic choices are used in different literary forms and types of texts, including film. They begin to identify and explore textual details, including language and features. Students then explore the concerns, ideas, style and conventions common to a distinctive type of literary genre. When exploring texts from this genre, they identify and examine attributes, patterns and similarities; engaging with the ideas and concerns shared by the texts through language settings, narrative structures and characterisation.

Unit 2

In Unit 2, students examine the representations and culture in texts and the ways texts present voices and perspectives that explore and challenge assumptions and stereotypes. Students acknowledge and reflect on a range of Australian views and values (including their own) through text/s. They then focus on a Shakespearean play, examining it through its historical, social and cultural context. Students explore this text to understand its point of view and what it reflects and comments on. They develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

OUTCOMES

Unit 1

Reading practices

- Respond to a range of texts through close analysis.

Exploration of literary movements and genres

- Explore conventions common to a selected genre, and engage with the ideas, concerns and representations from a text/s considered characteristic of the selected genre.

Unit 2

Voices of Country

- Explore and reflect on the voices, perspectives, and knowledge of the texts of Aboriginal and Torres Strait Islander authors and creators.

The text in its context

- 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 or concerns of individuals and groups in that context.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of the units are determined by evidence gained through participation in class activities and a variety of formative and summative assessment tasks throughout the program.

VCE Literature Units 3 and 4

CONTENT

Unit 3

In Unit 3, students focus on how the form of a text contributes to its meaning. They explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students then study and develop their own interpretations of a text, analysing how ideas, views and values are presented, and the ways these are endorsed, challenged and/or marginalised through literary forms, features, and language. They then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Unit 4

In Unit 4, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students draw inferences from the original text in order to create their own writing, developing an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations. They then conduct a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. They write expressively to develop a close analysis, using detailed references to the text.

OUTCOMES

Unit 3

Adaptations and transformations

- Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Developing interpretations

- Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Creative responses to text

- Respond creatively to a text and comment critically on both the original text and the creative response.

Close analysis of texts

- Analyse literary forms, features and language to present a coherent view of a whole text.

VCE Literature Units 3 and 4 CONTINUED

ASSESSMENT

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

- Unit 3 School Assessed Coursework: 25%
- Unit 4 School Assessed Coursework: 25%
- end-of-year examination: 50%

VCE Mathematics – Foundation Mathematics Units 1 and 2

CONTENT

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'.

OUTCOMES

For each unit, the student is required to demonstrate achievement of three outcomes. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
- Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- portfolio
- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 will be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

VCE Mathematics – Foundation Mathematics Units 3 and 4

CONTENT

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics' and 'Space and Measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

For each unit, the student is required to demonstrate achievement of all three outcomes. As a set, these outcomes encompass all of the selected areas of study for each unit. For Units 3 and 4, the outcomes apply to the content from the areas of study selected for that unit.

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.
- Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

School Assessed Coursework for Unit 3 and Unit 4 will contribute 40% and 20% respectively to the study score.

Examination

This two hour examination comprises multiple-choice questions and written response questions covering all areas of the study in relation to all three outcomes.

The examination will contribute 40% to the study score.

VCE Mathematics – General Mathematics Units 1 and 2

CONTENT

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data Analysis, Probability and Statistics', 'Algebra, Number and Structure', 'Functions, Relations and Graphs' and 'Discrete Mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs' and 'Space and Measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

For each unit, the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 will be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

VCE Mathematics – General Mathematics Units 3 and 4

CONTENT

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data Analysis, Probability and Statistics' and 'Discrete Mathematics'.

Unit 3 comprises 'Data Analysis' and 'Recursion and Financial Modelling', and Unit 4 comprises 'Matrices' and 'Networks and Decision Mathematics'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

The student is required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all of the areas of study for each unit.

- Define and explain key concepts and apply related mathematical techniques and models as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE General Mathematics Units 3 and 4 CONTINUED

ASSESSMENT

School Assessed Coursework for Unit 3 and Unit 4 will contribute 24% and 16% respectively to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations. The examinations will each contribute 30%.

Examination 1

This examination comprises multiple-choice questions covering all areas of study. The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts.

Examination 2

This examination comprises written response questions covering all areas of study. The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

VCE Mathematics – Mathematical Methods Units 1 and 2

CONTENT

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions and Unit 2, the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, Relations and Graphs', 'Algebra, Number and Structure', 'Calculus' and 'Data Analysis, Probability and Statistics'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

OUTCOMES

For this unit, the student is required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all of the areas of study for the unit.

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- tests
- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

VCE Mathematics – Mathematical Methods Units 3 and 4

CONTENT

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Calculus', and 'Functions, Relations and Graphs'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

OUTCOMES

For each unit, the student is required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all of the areas of study for each unit. For each of Unit 3 and Unit 4, the outcomes as a set apply to the content from the areas of study covered in that unit.

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE Mathematical Methods Units 3 and 4 CONTINUED

ASSESSMENT

School Assessed Coursework for Unit 3 and Unit 4 will contribute 20% each to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations. The examinations will contribute 20% and 60% respectively.

Examination 1

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

Examination 2

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

VCE Mathematics – Specialist Mathematics Units 1 and 2

CONTENT

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra, Number and Structure', 'Discrete Mathematics', Data Analysis, Probability and Statistics', 'Space and Measurement', and 'Functions, Relations and Graphs'.

OUTCOMES

For this unit, the student is required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all of the areas of study for the unit.

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of the following assessment tasks:

- tests
- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.

VCE Mathematics – Specialist Mathematics Units 3 and 4

CONTENT

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, Number and Structure', 'Calculus', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs', and 'Space and Measurement'.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

OUTCOMES

For each unit, the student is required to demonstrate achievement of three outcomes.

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

VCE Mathematics – Specialist Mathematics Units 3 and 4 CONTINUED

ASSESSMENT

School Assessed Coursework for Unit 3 and Unit 4 will contribute 20% each to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations. The examinations will contribute 20% and 40% respectively.

Examination 1

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

Examination 2

This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed.

VCE Media Units 1 and 2

CONTENT

Year 11 Media is a subject that allows everyone to not only explore the creative and expressive side of media production and industry, but also the ins and outs of film making as a whole. Whilst learning about the theoretical/statistical side of media, the class is still given the chance to enjoy and convey their want to create films, movie posters and scripts, making the subject entertaining and fun!

Unit 1

The focus of this unit is for students to gain an understanding of the relationship between the media, technology and the representations present in media forms. Students study the relationship between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their constructions, and the role audiences play in constructing meaning from media representations. Students also develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media, and audience engagement, consumption and reception.

OUTCOMES

Unit 1

- Students should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
- Students should be able to construct media representations in two or more media forms and compare the representations produced by the application of different media technologies.
- Students should be able to describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

Unit 2

- Students should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- Students should be able to apply the media production process to create, develop and construct narratives.
- Students should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT

Students will be assessed on a variety of tasks throughout the course. These will include: the production of video sequences, print layouts, multimedia tasks, oral presentations, short written responses, and tests.

Please Note: **A subject levy applies to this subject (see Subject Cost Schedule for details). Students wishing to undertake this subject must have access to a video camera, and be able to bring it to school on occasions as required.**

VCE Media Units 3 and 4

CONTENT

Unit 3

This unit provides students with opportunities to develop their understanding of film, television or radio drama production and story elements and to recognise the role and significance of narrative organisation and ideology in fictional film, radio or television programs. In this context, students also consider how production and story elements structure narratives to engage an audience and structure meaning. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production design plan for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4

This unit allows students to develop further practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. The role of the Australian government in regulating the media is also critically analysed in this unit.

OUTCOMES

Unit 3

- Students should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
- Students 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.
- Students should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4

- Students should be able to produce, refine and resolve a media product designed in Unit 3.
- Students should be able to discuss issues of agency and control in the relationship between the media and its audience.

ASSESSMENT

School Assessed Coursework, a school assessed task and an end-of-year examination contributing 40% to the final assessment will determine the student's level of achievement in Units 3 and 4 Media.

Please Note: **A subject levy applies to this subject (see Subject Cost Schedule for details). Students wishing to undertake this subject must have access to a video camera, and be able to bring it to school on occasions as required.**

VCE UNITS INFORMATION

VCE Music Units 1 and 2

Note: As well as meeting the needs of Music Performance students, this subject is a pathway between Year 10 Music Technology and Music Composition Units 3 and 4.

CONTENT

Unit 1: Organisation of music

In this unit, students explore and develop their understanding of how music is organised. Focussing on a range of activities including creating, performing, analysing and responding to music works that exhibit different styles, students explore and develop their understanding of how the musical elements are used.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source.

They create (arrange, compose or improvise) music that reflects their understanding of the organisation of music and the processes they have studied. This could include digital compositions (building on the Music Technology skills acquired in Year 10) or more traditional musical arrangements.

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.

Unit 2: 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. Through their music they demonstrate how to convey a specified effect.

They create (arrange, compose or improvise) music that reflects their understanding of the organisation of music and the processes they have studied. This could include digital compositions (building on the Music Technology skills acquired in Year 10) or more traditional musical arrangements.

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.

VCE Music Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- Students should be able to rehearse and present music using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation..
- Students should be able to create music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process.
- Students should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Unit 2

- Students should be able to rehearse and present music using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
- Students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- Students should be able to 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.

ASSESSMENT

Students are required to complete tasks that include performances, class activities and a test that includes analytical, aural and practical components.

PREREQUISITES

If intending to follow the pathway to Music Contemporary Performance, or Music Repertoire Performance, it would be expected that students selecting this subject are currently undertaking instrumental lessons on their chosen instrument/ voice with an instrumental teacher from the College and have been learning for a period of time. Please discuss your standard with the Head of Performing Arts if unsure.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Music Composition Units 3 and 4

Note: If the College is unable to run this subject because of low student numbers, students will need to meet with the Head of Performing Arts Faculty to discuss alternative options.

CONTENT

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units,

- Students create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Students undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.
- Students listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

OUTCOMES

- Students should be able to create and evaluate an original work, or group of short works.
- Students should be able to describe and discuss their creative process and approach to creating a coherent work and produce an analysis of their original music work(s) that explains their use of music elements, concepts of music and compositional devices.
- Students should be able to aurally analyse music and make critical responses to music.

ASSESSMENT

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework, and an end-of-year examination.

Contributions to final assessment:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- Unit 4 Externally-assessed Task: 50%
- end-of-year aural and written examination: 20%

PREREQUISITES

There are no prerequisites for this subject, however, an enjoyment of music is required. It is recommended that students have completed Music Technology at Year 10 and VCE Music Units 1 and 2.

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Music Contemporary Performance Units 3 and 4

Note: If the College is unable to run this subject because of low student numbers, students will need to meet with the Head of Performing Arts Faculty to discuss alternative options.

CONTENT

Unit 3

This is a specialist performance course, that culminates in a major performance exam worth 50% of the study score. In this unit, students begin developing the program they will present. There is a focus on finding a "personal voice" in the chosen music styles. 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.

Unit 4

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.

OUTCOMES

Unit 3

- 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 Performer's Statement of Intent to explain their choice of works for the program.
- Students should be able to demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.
- Students should be able to 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.

VCE Music Contemporary Performance Units 3 and 4 CONTINUED

Unit 4

- Students should be able to perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention
- Students should be able to demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works

Students should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation

ASSESSMENT

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework and two end-of-year examinations.

Contributions to final assessment:

- Unit 3 School Assessed Coursework: 20% of the final assessment
- Unit 4 School Assessed Coursework: 10% of the final assessment
- Unit 4 20-minute Performance examination: 50% of the final assessment
- Unit 4 Written one-hour examination: 20% of the final assessment

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that:

- students have undertaken Units 1 and 2 in Music Performance
- students are currently undertaking instrumental lessons on their chosen instrument with an instrumental teacher in the College

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Music Inquiry Units 3 and 4

Note: If the College is unable to run this subject because of low student numbers, students will need to meet with the Head of Performing Arts Faculty to discuss alternative options.

CONTENT

Unit 3: Influence in music

Music Inquiry is an accessible, generalist subject. The focus is an investigation of some aspect of music of interest to individual students. Students perform pieces, compose, arrange and analyse music relating to their chosen topic.

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others. There is no requirement for a deep understanding of music theory.

Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre

VCE Music Inquiry Units 3 and 4 CONTINUED

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

They perform on their chosen instrument. The works performed will come from their chosen area of investigation. They create/arrange a music work. The work should demonstrate direct connections to the chosen Area of Investigation.

Students continue to respond to a wide variety of music excerpts from a range of different music traditions, times and locations. In their responses, they continue to develop skills in identifying and describing similarities and differences between musical approaches.

OUTCOMES

Unit 3

- Students should be able to perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator, and create and/or arrange music and demonstrate the connection to the selected music style and/or creator.
- Students should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.
- Students should be able to listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.

Unit 4

- Students should be able to perform/create/arrange works and explain how their performance/composition/ arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.
- Students should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works from their Area of Investigation, and reflect on how these works have influenced their own music making.
- Students should be able to identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

VCE Music Inquiry Units 3 and 4 CONTINUED

ASSESSMENT

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework, and two end-of-year examinations.

Contributions to final assessment:

- Unit 3 School Assessed Coursework: 30% of the final assessment
- Unit 4 School Assessed Coursework: 5% of the final assessment
- Unit 4 Externally Assessed Folio Task: 50%
- end-of-year one-hour written examination: 15% of the final assessment

PREREQUISITES

There are no prerequisites for this subject, however, an enjoyment of music and a level of performance skills are required. It is recommended that:

- students are currently undertaking instrumental lessons on their chosen instrument with an instrumental teacher from the College
- students join a college ensemble

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Music Repertoire Performance Units 3 and 4

Note: If the College is unable to run this subject because of low student numbers, students will need to meet with the Head of Performing Arts Faculty to discuss alternative options.

CONTENT

Unit 3

In this unit, students begin developing the recital program they will present in their Unit 4 Performance Exam. 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.

Unit 4

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 oral presentation.

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.

OUTCOMES

Unit 3

- Students should be able to 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 including one work from the prescribed list intended for their final recital program and at least one ensemble work.
- Students should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
- Students should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

VCE Music Repertoire Performance Units 3 and 4 CONTINUED

Unit 4

- Students should be able to 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.
- Students should be able to demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
- Students should be able to 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.

ASSESSMENT

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework, and two end-of-year examinations.

Contributions to final assessment:

- Unit 3 School Assessed Coursework: 20% of the final assessment
- Unit 4 School Assessed Coursework: 10% of the final assessment
- Unit 4 20-minute Performance examination: 50% of the final assessment
- Unit 4 Written one-hour examination: 20% of the final assessment

PREREQUISITES

There are no prerequisites for this subject, however, it is highly recommended that:

- students have undertaken Units 1 and 2 in this subject
- students on violin or piano forte have a minimum 7th grade AMEB or equivalent standard for solo performance
- students on all other instruments, including voice, have a minimum 5th grade AMEB or equivalent standard for solo performance
- students are currently undertaking instrumental lessons on their chosen instrument with an instrumental teacher from the College

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Outdoor and Environmental Studies Units 1 and 2

CONTENT

Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing 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, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Area of Study 1: Our place in outdoor environments

In this area of study, students examine how humans connect with outdoor environments and why these connections are important. They consider a range of contemporary uses and meanings of the term 'nature' and examine a variety of outdoor environments. Students are introduced to Indigenous people's perspectives on the ways humans connect with outdoor environments.

Students learn to participate safely in outdoor experiences and use their experiences and observations as the basis for reflection and analysis of key skills and knowledge from this area of study.

Area of Study 2: Exploring outdoor environments

Students understand how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.

Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how these factors and technologies influence the ways humans understand nature.

Area of Study 3: Safe and sustainable participation in outdoor experiences

This area of study focuses on planning and participating in outdoor experiences. Experiencing outdoor environments safely requires an understanding of how to plan and conduct sustainable outdoor experiences in chosen outdoor environments.

In this area of study, students contribute to designing an outdoor experience(s) that enables them to appropriately demonstrate key knowledge and skills, as well as undertake the outdoor experience, and reflect on its success, suggesting changes for the future.

VCE Outdoor and Environmental Studies Units 1 and 2 CONTINUED

Unit 2: Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit, students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Area of Study 1: Understanding outdoor environments

This area of study introduces students to a range of understandings of outdoor environments, including those visited during practical outdoor experiences locally and afar. Students investigate different types of outdoor environments from several perspectives, and how these environments are managed. They investigate a range of vocational perspectives that inform human use of outdoor environments.

Students learn to participate safely in outdoor experiences and use their experiences and observations as the basis for reflection on, and analysis of, key knowledge from this area of study.

Area of Study 2: Observing impacts on outdoor environments

This area of study focuses on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus in this area of study is on the observation of impacts of humans, both positive and negative. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments.

Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living. Students use these experiences as the basis for reflection on, and analysis of, theoretical knowledge about the effects of natural changes and human-induced impacts on outdoor environments.

Area of Study 3: Independent participation in outdoor environments

In this area of study, students will analyse one outdoor environment explored during practical experiences. They will further develop their understanding of the chosen outdoor environment and analyse how this environment is impacted upon by human user groups.

Students will plan for their outdoor experience and peer lead the experience with their peers. During the experience they will analyse the impacts of other users and themselves on the outdoor environment and investigate ways to reduce this and promote sustainable interactions.

As a result of this outdoor experience investigation, students will suggest changes to the management of users in their chosen outdoor environment and work to promote sustainable interactions into the future.

VCE Outdoor and Environmental Studies Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- **Outcome 1**: Students should be able to analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.
- **Outcome 2**: Students should be able to explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.
- **Outcome 3**: Students should be able to evaluate strategies for safe and sustainable participation in outdoor experiences.

Unit 2

- **Outcome 1**: Students should be able to describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.
- **Outcome 2**: Students should be able to evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.
- **Outcome 3**: Students should be able to participate in a range of outdoor experiences safely and sustainably in an independent manner.

ASSESSMENT

Unit 1

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

Suitable tasks for assessment in this unit may be selected from the list below.

Outcomes 1 and 2

For each outcome, at least one different task must be selected from:

- a case study
- an oral presentation which can include the use of multimedia and podcast
- data analysis
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file.

The same task cannot be used more than once; they must be different.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Outcome 3

A practical demonstration of key skills, with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

VCE Outdoor and Environmental Studies Units 1 and 2 CONTINUED

ASSESSMENT

Unit 2

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

Suitable tasks for assessment in this unit may be selected from the list below.

Outcomes 1 and 2

For each outcome, at least one different task must be selected from:

- a case study
- an oral presentation which can include the use of multimedia and podcast
- data analysis
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file.

The same task cannot be used more than once; they must be different.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Outcome 3

A practical demonstration of key skills with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

Note: The practical trips for this subject are integral to gaining a full understanding of the environment studies. These are carefully planned and are not considered to be "optional activities". Students need to understand that bushwalking is the most common practical trip undertaken and students will need to be capable enough to complete a long day of bushwalking. Elite fitness levels are not required, but basic fitness levels are essential.

Please Note: Refer to the Subject Costs Schedule for details of costs relevant to this program.

VCE Outdoor and Environmental Studies Units 3 and 4

CONTENT

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Area of Study 1: Changing human relationships with outdoor environments

This area of study explores how humans have understood and interacted with Australian outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments at state and local level, and their influence on the development of government policies.

Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Area of Study 2: Relationships with Australian environments in the past decade

In this area of study, students examine conflicting values of human use and relationships with outdoor environments in the past decade. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and outdoor environments are considered, as well as the social, cultural, economic and political factors that influence these relationships.

Students engage in practical outdoor experiences that enable them to collect information about, reflect on, and analyse specific relationships with outdoor environments in the last decade, including conflicts over such relationships.

VCE Outdoor and Environmental Studies Units 3 and 4 CONTINUED

Unit 4: Sustainable outdoor relationships

In this unit, students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. 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 reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Area of Study 1: The importance of healthy outdoor environments

This area of study explores the contemporary state of outdoor environments in Australia and the importance of environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential threats to a range of outdoor environments and the subsequent impacts, as well as proposing improved solutions for environmental sustainability.

Practical outdoor experiences enable students to further develop and apply their knowledge and skills.

Area of Study 2: The future of outdoor environments

In this area of study, students explore the sustainable use and management of outdoor environments. They examine a range of land management practices in different environments and investigate local and individual actions to sustain outdoor environments, now and into the future. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments, and consider the skills needed to be environmentally responsible citizens. They investigate current Acts and conventions and propose improvements to these for greater conservation benefits.

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VCE Outdoor and Environmental Studies Units 3 and 4 CONTINUED

Area of Study 3: Investigating outdoor environments

To achieve this outcome, students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4. The selection of appropriate outdoor environments is contingent on local school settings, resources and capabilities.

The selected outdoor environments should draw on at least four selected key knowledge points across Units 3 and 4. Students are expected to demonstrate the key knowledge and key skills as described in the process below.

The investigation requires students to generate primary data (such as observations, images, interviews, documents) from time spent in the selected outdoor environments, and combine this with the collation of any required secondary data. The collected data should draw together understandings of outdoor environments related to the human relationships with, and the health and sustainable use of, the selected outdoor environments, and allow for the evaluation of the selected outdoor environments. The student logbook is used to document the collection of evidence required to complete the investigation.

The investigation within the selected outdoor environments can occur at any time during Unit 3 or Unit 4, with the expectation that the assessment of the investigation would occur at any time during Unit 4.

The student investigation will be assessed as a written report in which students will use the evidence recorded in their logbook to produce a written report that demonstrates the application of the key skills and key knowledge to the selected outdoor environments. The logbook is used for authentication purposes when assessing the written report documenting the investigation.

OUTCOMES

Unit 3

- **Outcome 1**: Students should be able to analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.
- **Outcome 2**: Students should be able to analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

Unit 4

- **Outcome 1**: Students should be able to describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.

  To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.
- **Outcome 2**: Students should be able to evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
- **Outcome 3**: Students should be able to plan and conduct an independent investigation that evaluates selected outdoor environments.

VCE Outdoor and Environmental Studies Units 3 and 4 CONTINUED

ASSESSMENT

Unit 3

School Assessed Coursework for Unit 3 will contribute 20% to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.	**40**	For each outcome, at least one task is selected from: ● a short written report: case study analysing collected primary and/or collated secondary data relating to a selected outdoor environment ● a short written report: data analysis analysing collected primary and/or collated secondary data relating to a selected outdoor environment ● a media analysis relating to a selected outdoor environmental issue ● a visual presentation such as a graphic organiser, concept/mind map, annotated poster that includes both text and still images collected through the outdoor experience logbook. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 Analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.	**40**	
Total marks	**80**	

The practical trips for this subject are integral to gaining a full understanding of the environments studied. These are carefully planned and are not considered to be "optional activities". Students need to understand that bushwalking is the most common practical trip undertaken and students will need to be capable enough to complete a long day of bushwalking, and for the Grampians trip, consecutive long days of bushwalking and sleeping in tents at basic campgrounds. Elite fitness levels are not required, but basic fitness levels are essential.

VCE Outdoor and Environmental Studies Units 3 and 4 CONTINUED

ASSESSMENT

Unit 4

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.	**40**	For each outcome, at least one task is selected from: ● a short written report: case study or data analysis analysing generated primary and collated secondary data relating to a selected outdoor environment(s) ● a media analysis relating to a selected outdoor environmental issue ● structured questions including a combination of short answer and one extended response question ● an oral presentation that draws on practical experiences documented in the outdoor experience logbook. Each task type can only be selected once across Outcome 1 and Outcome 2.
Outcome 2 Evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.	**40**	
Outcome 3 Plan and conduct an independent investigation that evaluates selected outdoor environments.	**40**	A written report that documents findings from an independent investigation on at least two visited outdoor environments.
Total marks	**120**	

Please Note: Refer to the Subject Costs Schedule for details of costs relevant to this program.

VCE UNITS INFORMATION

VCE Philosophy Units 1 and 2

CONTENT

So, what is philosophy? At its simplest, it is 'thinking about thinking' or 'thinking about ideas and concepts'. The course is designed to help you think about your thinking, to think more clearly about ideas, to engage in argument – and to argue well. It will also introduce some of the ideas that have made philosophy one of the most enduring and useful subjects ever taught, and some of the thinkers who have brought us a rich understanding of these ideas.

OUTCOMES

- Students should be able to understand how to construct a rational argument and engage in dialogue reflecting on philosophers such as Plato, Aristotle, Hume, and Kant.
- Students should be able to understand how to negotiate hypothetical arguments, what makes a strong and weak argument and engage with topics such as the arguments for the existence of God, art, love, ethics, free will and determinism.

ASSESSMENT

Students will undergo one assessment per term. Assessment tasks may include a variety of the following: an essay, a written analysis, short answer responses, a written reflection, presentations (oral, multimedia), and a dialogue (oral, written).

VCE Physical Education Units 1 and 2

CONTENT

Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Area of Study 1: How does the musculoskeletal system work to produce movement?

In this area of study, students examine the muscular and skeletal systems of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore, from a biophysical perspective, the major components of the musculoskeletal system and its contributions and interactions during physical activity, sport and exercise.

Possible causes of illness and injury to the musculoskeletal system are investigated. Strategies and aids to assist in the prevention and management of such conditions are also explored. Students consider a variety of permitted and prohibited substances and methods used to enhance performance of the musculoskeletal system.

Area of Study 2: What role does the cardiorespiratory system play in movement?

In this area of study, students investigate the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities, students explore the structures and function of the cardiorespiratory system and the contributions and interactions of each system during physical activity, sport and exercise at various intensities. The impacts of regular aerobic exercise on the functioning of these systems are also examined. Students consider a variety of permitted and prohibited substances and methods used to enhance performance of the cardiorespiratory system. They also explore the ethical and sociocultural considerations of using permitted and prohibited performance-enhancing substances and methods.

Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual-based and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

VCE Physical Education Units 1 and 2 CONTINUED

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Area of Study 1: How do physical activity, sport and exercise contribute to healthy lifestyles?

In this area of study, students focus on the role of physical activity, sport and exercise in developing and promoting healthy lifestyles across the lifespan. Students explore the sociocultural influences on participation in various forms of physical activity. They investigate the physical, social, mental, emotional and spiritual benefits of participation in regular physical activity at the individual and population levels, and the potential health risks associated with physical inactivity and sedentary behaviour.

Students examine sociocultural factors that influence physical activity and consider opportunities and barriers to participation. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population levels and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of the social-ecological model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students conduct a Functional Movement Assessment (FMA), then design and implement a personalised plan that is sustainable and adheres to the physical activity and sedentary behaviour guidelines.

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

In this area of study, students focus on a range of contemporary issues associated with physical activity and sport at the local, national and global levels.

They investigate a range of intrapersonal and interpersonal factors that affect access to, and inclusion, participation and performance in, physical activity and sport, such as injuries, coaching, sports technology and the media, psychological strategies and equity for a range of population groups, including Aboriginal and Torres Strait Islander Peoples.

Students explore one contemporary issue relevant to physical activity and/or sport and prescribe and participate in practical activities to highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and forecast future trends. They form conclusions about the impacts these issues have on physical activity and sport in society.

VCE Physical Education Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- **Outcome 1**: Students should be able to participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement and evaluate the use of performance enhancement substances and methods.
- **Outcome 2**: Students should be able to participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact and evaluate the use of performance enhancement substances and methods.

Unit 2

- **Outcome 1**: Students should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
- **Outcome 2**: Students should be able to explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

ASSESSMENT

Unit 1

For this unit, students are required to demonstrate 2 outcomes. As a set, these outcomes encompass the areas of study in the unit.

A suitable assessment task for Outcomes 1 and 2 is:

- a written report analysing participation in at least 4 physical activities that demonstrates the integration of theoretical knowledge and practical application of how the musculoskeletal and cardiorespiratory systems work together

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
- a visual presentation such as an annotated poster
- a multimedia presentation including 2 or more data types (for example, text, sound, still and moving images) and involving some form of interaction or simulation
- an oral presentation such as a podcast or debate

VCE Physical Education Units 1 and 2 CONTINUED

Unit 2

For this unit, students are required to demonstrate 2 outcomes. As a set, these outcomes encompass the areas of study in the unit.

A suitable assessment task for Outcome 1 is:

- a written plan or multimedia presentation designed to either increase physical activity levels and/or reduce sedentary behaviour for an individual or a selected group, based on reflections from participation in physical strategies/programs designed to promote physical activity and limit sedentary behaviour

Suitable tasks for the assessment of Outcome 2 may be selected from the following:

- an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
- a multimedia presentation including 2 or more data types (for example, text, sound, still and moving images) and involving some form of interaction or simulation
- an oral presentation
- a written report

VCE Physical Education Units 3 and 4

CONTENT

Unit 3: Movement skills and energy for physical activity, sport and exercise

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

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Area of Study 1: How are movement skills improved?

In this area of study, students examine the biomechanical and skill-acquisition principles that can be applied when analysing and improving movement skills for participation and performance.

Through practical activities, students explore and analyse their own movement and use coaching to investigate factors that influence skill acquisition. They develop an understanding of how appropriately applying biomechanical and skill-acquisition principles leads to the development of optimal movement patterns to enhance participation and performance.

Area of Study 2: How does the body produce energy?

In this area of study, students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen to, and creating energy at, the working muscles. They examine the ways in which energy for movement is produced by the 3 energy systems and the associated fuels used for physical activity, sport and exercise of varying intensity and duration. Students also consider the many factors contributing to fatigue, nutritional tools to delay fatigue and recovery strategies used to optimise the return to pre-exercise conditions. Through practical activities, students explore the interplay of the energy systems during physical activity, sport and exercise.

Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

VCE Physical Education Units 3 and 4 CONTINUED

Area of Study 1: What are the foundations of an effective training program?

In this area of study, students analyse the information required to form the foundation of an effective training program. Through participation, they undertake and collect data from an activity analysis and justify the specific physiological requirements of an activity.

Students determine the relevant factors that affect each of the fitness components and conduct an assessment of fitness that demonstrates correct and appropriate implementation of testing protocols and procedures and informs the design of the training program.

Area of Study 2: How is training implemented effectively to improve fitness?

In this area of study, students focus on participation, implementation and evaluation of training principles and methods from practical and theoretical perspectives. They consider the ways in which fitness can be improved by applying appropriate training principles and methods when designing and critiquing a training program. Students identify and consider components of an exercise training session, and they record and analyse relevant data that can be used to adjust training. Students explain the chronic adaptations of the cardiovascular, respiratory and muscular systems that improve fitness and enhance performance.

Area of Study 3: Integrated movement experiences

In this area of study, students reflect on their participation in a practical activity and use primary data collected to demonstrate their integration of theory and practice across Units 3 and 4. Using an interdisciplinary approach, students are required to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

To do this, students reflect on their participation in either:

- a practical activity focusing on a particular movement skill, the performance of which can be compared to another individual completing the same skill
- a practical activity focusing on comparing their participation in 2 different movement skills

OUTCOMES

Unit 3

- **Outcome 1**: Students should be able to analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.
- **Outcome 2**: Students 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, explain the factors causing fatigue, and recommend suitable recovery strategies.

VCE Physical Education Units 3 and 4 CONTINUED

Unit 4

- **Outcome 1**: Students should be able to undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
- **Outcome 2**: Students should be able to participate in a variety of training methods, design and evaluate training programs, and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.
- **Outcome 3**: Students should be able to integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

ASSESSMENT

Unit 3

School-assessed Coursework for Unit 3 will contribute 20% to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1		
Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.	**45**	Structured questions that draw on primary data that analyses a movement skill using biomechanical and skill-acquisition principles
Outcome 2		
Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, explain the factors causing fatigue and recommend suitable recovery strategies.	**45**	A laboratory report based on primary data collected during participation in a practical activity, which analyses the acute responses to exercise, energy system characteristics, energy system interplay, fatigue and recovery
Total marks	**90**	

VCE Physical Education Units 3 and 4 CONTINUED

Unit 4

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.	**25**	A written report analysing data from an activity analysis to determine the relevant physiological requirements in a selected activity including justification of the selection of appropriate tests to assess fitness
Outcome 2 Participate in a variety of training methods, design and evaluate training programs, and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.	**40**	A case study that draws on experiences from participation in at least 5 training sessions to design a personalised 6-week training program
	20	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
Outcome 3 Integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance**.**	**25**	An extended-response question drawing on personal experiences from a chosen practical activity recorded in the reflective folio, that analyses the interrelationships between skill acquisition, biomechanics, energy production and training program theoretical knowledge for their impacts on participation and/or performance. An emphasis should be placed on using a suitable tool, such as a concept or mind map, to plan a response
Total marks	**110**	

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

The examination will contribute 50% to the study score.

VCE Physics Units 1 and 2

Students who take Foundation Mathematics or no Mathematics at VCE should not choose VCE Physics.

CONTENT

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, medical treatment, electrical home safety and Australian energy needs.

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.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken during this unit.

OUTCOMES

Unit 1

- Students should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Students should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- Students should be able to 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.

Unit 2

- Students should be able to investigate, analyse, mathematically model and apply force, energy and motion.
- Students 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.
- Students should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

VCE Physics Units 1 and 2 CONTINUED

ASSESSMENT

Across both units, assessment includes some of the following: a report of a laboratory activity including the generation of primary data, reflective annotations related to one or more practical activities from a logbook, an analysis and evaluation of generated primary and/or collated secondary data, a modelling or simulation activity, a report of the design, building, testing and evaluation of a device, a report of a selected physics phenomenon, a media analysis/response, problem-solving involving physics concepts and/or skills, an analysis, including calculations, of physics concepts applied to real-world contexts and a scientific poster.

VCE Physics Units 3 and 4

CONTENT

Unit 3: How do fields explain motion and electricity?

In this unit, students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.

OUTCOMES

Unit 3

- Students should be able to investigate motion and related energy transformations experimentally and analyse motion using Newton's laws of motion in one and two dimensions.
- Students should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- Students should be able to analyse and evaluate an electricity generation and distribution system.

Unit 4

- Students should be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Students should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

VCE Physics Units 3 and 4 CONTINUED

ASSESSMENT

In both units, practical work and the analysis of data play a central role in assessment in each area of study.

There are 5 internal course assessment tasks take the following format:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words

Each of the five above assessments will contribute 10% towards the final study score and the final examination will contribute 50%.

VCE UNITS INFORMATION

VCE Product Design and Technology Units 1 and 2

CONTENT

Unit 1: Design practices

In this unit, you will learn about the practices of designers and collaborate with others to research, design and develop models/prototypes and a finished product. You will use creative and critical thinking strategies, and the apply the Double Diamond design process. Through completing folio and research work, you will extend your design drawing skills (both physical and digital) and knowledge of materials, equipment, processes and safety. That knowledge will then be applied to plan and make prototypes, and complete a product based on your design ideas.

Unit 2: Positive impacts for end-users

In this unit, you will focus on making a positive difference to the lives of others through product design. You will research how designers use the design process to explore the situation of those with specific needs and develop a solution that will improve their lives. You will then go through the process yourself – identifying, researching, developing ideas for and making a product that benefits others. You will also discover how culture (particularly Aboriginal and Torres Strait Islander culture) influences the design choices of designers and end-users.

OUTCOMES

Unit 1

Area of Study 1 provides an introduction and structured learning about the Double Diamond design process and factors that influence design. You will develop a design folio that shows your collaborative work to investigate a design need or opportunity, develop a design brief and evaluation criteria, research practical solutions and create drawings and models of your design ideas.

In Area of Study 2, you will test your design ideas from Outcome 1 and research further to refine your design concepts and plan for production. You will make prototype/s and your final product, using materials, processes and equipment safely. You will then evaluate your finished product, suggesting areas for improvement.

Unit 2

In Area of Study 1, you will research the work of designers and the products they have designed to improve the lives of those with specific and diverse needs.

In Area of Study 2, you will use the Double Diamond design process to design and make an inclusive product that responds to the needs of an end-user and will have a positive impact to their life.

In Area of Study 3, you will investigate how aspects of culture (particularly Aboriginal and Torres Strait Islander culture) influence the design decisions of designers and end-users. You will reflect on how your cultural background influences your choices as both a design and end-user.

VCE Product Design and Technology Units 1 and 2 CONTINUED

ASSESSMENT

Students undertake a variety of assessment tasks throughout the course including the production of a design folio, research tasks and one or more production activities. Training in the safe and competent use of appropriate machines and tools is included.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE Product Design and Technology Units 3 and 4

CONTENT

Unit 3: Ethical product design and development

This unit takes you through the Double Diamond design process as you design an ethical product for others. In the initial stage of the Double Diamond design process, market opportunities and end-users' needs are considered and researched in detail, and factors that influence design are investigated. You will develop a design brief and evaluation criteria, carry out thorough research, create a range of design solutions, and refine those ideas as a result of making models and a prototype. You will then plan for safe production of the product in Unit 4.

Product design and development occurs in a range of settings. You will investigate product development in industry considering all of the complex factors that have an impact on larger-scale product development.

Unit 4: Production and evaluation of ethical designs

In this unit, you will safely manufacture the product you designed in Unit 3, using materials, tools, equipment and machines, and recording the production processes and any modifications to the product as it is made. Production planning and feedback from your end-user/s will help guide you through production process.

Finally, you will evaluate your finished product, referring to criteria and end-user/s' feedback and compare it to existing and speculative products made for the same purpose. You will make judgments and suggest possible improvements in terms of innovation, sustainability and ethics.

OUTCOMES

Unit 3

In Area of Study 1, you will examine how a range of factors, including ethics, sustainability and emerging technologies, influence the design and development of products within industrial manufacturing settings. You will consider how manufacturers respond to market needs and opportunities related to technological innovations.

In Area of Study 2, you will investigate a need or opportunity for the development of an ethical product. You will formulate a design brief and evaluation criteria, and develop and evaluate design concepts.

In Area of Study 3, you will use criteria and feedback to refine your design ideas. You will also create physical models/ prototypes of your designs to develop your final solution, and plan to make it safely.

VCE Product Design and Technology Units 3 and 4 CONTINUED

OUTCOMES

Unit 4

In Area of Study 1, you will safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and any modifications to the product.

In Area of Study 2, you will test and evaluate the quality of your product with reference to criteria and end-user feedback and compare it to existing and speculative designs for the same purpose.

ASSESSMENT

Students undertake a number of School Assessed Coursework written assessments, and a major School Assessed Task that involves the development of a design folio, and the production and evaluation of a product. The results obtained for the coursework and tasks, together with the end-of-year examination, contribute to the study score.

Unit 3	Unit 4
School Assessed Coursework (SAC) Contributes 10% to the study score	School Assessed Coursework (SAC) Contributes 10% to the study score
Unit 3 and 4 School Assessed Task (SAT) - Design folio, production and evaluation Contributes 50% to the study score	
PD&T Examination Contributes 30% to the study score	

Please Note: **A subject levy that covers some materials applies to this subject (see Subject Cost Schedule for details).**

VCE Psychology Units 1 and 2

CONTENT

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 has made to an understanding of psychological development and to the development of psychological models and theories. 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.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data.

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.

A student-adapted or student-designed scientific investigation is undertaken which involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

VCE Psychology Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

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

Unit 2

- Students should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Students should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Students should be able to 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

Across both units, assessment includes some of the following: analysis and evaluation of an experiment or case study, a data analysis of generated primary and/or collated secondary data, a literature review, response to a psychological issue or ethical dilemma, problem-solving involving psychological concepts, skills and/or issues and a report of a student-adapted or student-designed scientific investigation.

VCE Psychology Units 3 and 4

CONTENT

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 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.

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) 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.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

VCE Psychology Units 3 and 4 CONTINUED

OUTCOMES

Unit 3

- Students 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.
- Students should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4

- Students should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Students should be able to 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.
- Students should be able to 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 3 School Assessed Coursework comprises 20% of the study score
- Unit 4 School Assessed Coursework comprises 30% of the study score
- end-of-year examination comprises 50% of the study score

VCE UNITS INFORMATION

VCE Religion and Society Units 3 and 4

In faithfulness to Overnewton's Christian (Anglican) identity and commitment to provide a well-rounded education, all students participate in the College's Religious Studies program. VCE Religion and Society Units 3 and 4 are available to both Year 11 and Year 12 students. Taking these units not only enables a student to use Religion and Society in achieving the number of units required to satisfy VCE, but also to have these units contribute to their ATAR score.

CONTENT

Unit 3

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Unit 4

In this unit, students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

OUTCOMES

Unit 3

- Students should be able to discuss and analyse the nature and purpose of religion and religious beliefs.
- Students should be able to examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning.
- Students should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.

Unit 4

- Students should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.
- Students should be able to discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.

ASSESSMENT

There is one examination at the end of the year in November. It contributes 50% to the study score for this subject. The School Assessed Coursework in each of the two semesters contributes 25% to the study score.

VCE Sociology Units 1 and 2

CONTENT

Unit 1: Youth and family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live.

In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Comparative methodologies also enable a comparison of family types and family experiences across time and space.

Unit 2: Deviance and crime

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

In Area of Study 1, students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. Generally, it is defined as involving actions that are considered to be outside the normal range of behaviour according to the majority of members of a society, or more formally, the violation of social norms. Students investigate the functionalist, social control and labelling theories of deviance.

Students also explore the phenomenon known as moral panic. This refers to an intense emotional reaction from society (usually communicated through the mass media) to an issue that is perceived to threaten the social order.

In Area of Study 2, students investigate crime and punishment. They explore patterns of crime relating to age, gender and country of birth and consider the significance of a range of factors that may lead people to commit crimes such as financial situation and access to resources and employment, addiction, mental health and wellbeing issues, abuse, neglect, peer pressure and rebellion. Students explore different methods of punishment and the extent to which each of these methods serves the aims of punishment, which may include retribution, just punishment, deterrence, denunciation, rehabilitation, incapacitation, societal protection and restoration.

VCE Sociology Units 1 and 2 CONTINUED

OUTCOMES

Unit 1

- Students should be able to describe the nature of sociological inquiry and discuss youth as a social category.
- Students should be able to analyse the institution of family and the developments influencing the experience of family.

Unit 2

- Students should be able to analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.
- Students should be able to discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through participation in discussion groups and a variety of assessment tasks throughout the program. These may include structured questions, a case study, an extended response, a film, media or representation analysis or a research report.

VCE Sociology Units 3 and 4

CONTENT

Unit 3: Culture and ethnicity

In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups.

In Area of Study 1, students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students consider indigenous and non-indigenous perspectives and responses in their exploration.

In Area of Study 2, students investigate ethnicity as a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

Students develop an understanding of a variety of factors that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

Unit 4: Community, social movements and social change

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

In Area of Study 1, students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli.

In Area of Study 2, students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

VCE Sociology Units 3 and 4 CONTINUED

OUTCOMES

Unit 3

- Students should be able to analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures.
- Students should be able to analyse experiences of ethnicity within Australian society.

Unit 4

- Students should be able to analyse the experience of community generally and analyse and evaluate a specific community..
- Students should be able to analyse the nature and purpose of social movements and evaluate their influence on social change.

ASSESSMENT

There is one examination at the end of the year in November. It contributes 50% to the study score for this subject. The School Assessed Coursework in each of the two semesters contributes 25% to the study score. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through participation in discussion groups and a variety of assessment tasks throughout the program. These may include a case study involving primary research, an extended response, a film, media or representation analysis, a research report or structured questions.

VCE UNITS INFORMATION

VCE Visual Communication Design Units 1 and 2

CONTENT

Unit 1

This unit introduces students to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students work collaboratively to determine design criteria in the form of a brief. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design.

Unit 2

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

OUTCOMES

Unit 1

- Students should be able to apply two-dimensional drawing methods, such as technical flats or third-angle orthogonal projections, to depict objects from multiple views.
- Students should be able to adopt circular design practices during the Develop and Deliver stages of the VCD design process.
- Students should be able to select and apply different design elements and design principles when generating and developing alternative design options.
- Students should be able to identify the connections between past and contemporary visual communications in terms of visual communication practices and social and cultural factors.

Unit 2

- Students should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.
- Students should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
- Students should be able to select and creatively use appropriate media, materials, methods, presentation formats and conventions to suit communication purposes.
- Students should be able to evaluate the suitability of design ideas and concepts in terms of the requirements of a design brief.
- Students should be able to select and use a range of appropriate methods, media, materials, design elements and design principles.

VCE Visual Communication Design Units 1 and 2 CONTINUED

ASSESSMENT

Unit 1

Assessment tasks for this unit are:

- a presentation documenting human-centred research methods and findings relating to a design problem
- a presentation of design concepts for a critique
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

Unit 2

Assessment tasks for this unit are:

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style
- an investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge, presented as a written report
- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE UNITS INFORMATION

VCE Visual Communication Design Units 3 and 4

CONTENT

Unit 3

In this unit, students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences, while developing their own practical skills in relevant visual communication practices. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Unit 4

In this unit, students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

OUTCOMES

Unit 3

- Students should be able to analyse existing visual communications.
- Students should be able to select and apply a range of design elements, design principles, manual and digital methods, materials, conventions and media appropriate to different purposes, audiences and contexts.
- Students should be able to use appropriate terminology.
- Students should be able to use conceptions of good design to evaluate design examples.
- Students should be able to use divergent and convergent thinking strategies when defining problems and developing ideas.
- Students should be able to describe and compare past, present and future professional design practices in selected field(s) of design practice.
- Students should be able to apply visualisation drawing methods to explore and generate ideas.
- Students should be able to annotate drawings to explain connections to the brief and research.

VCE Visual Communication Design Units 3 and 4 CONTINUED

Unit 4

- Students should be able to apply design thinking skills to support the application of relevant stages of the design process.
- Students should be able to select ideas for development that address the requirements of a design brief.
- Students should be able to select and apply a range of manual and digital methods, materials, media, design elements, design principles, presentation formats and conventions to develop concept and present final visual communications.
- Students should be able to use appropriate terminology.
- Students should be able to present final visual communications that satisfy the brief.

ASSESSMENT

The student's level of achievement in Units 3 and 4 will be determined by School Assessed Coursework, a school assessed task and an end-of-year examination.

Please Note: A subject levy applies to this subject (see Subject Cost Schedule for details).

VCE UNITS INFORMATION

VCE Vocational Major Literacy Units 1 and 2

This subject focuses on the development of the knowledge and skills required to be literate in Australia today. Student's will increase their ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

CONTENT

Unit 1

In this unit, students focus 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.

Unit 2

In this unit, students will engage in issues that are characterised by disagreement or discussion. 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.

What knowledge and skills will I build?

- read, watch, listen to and understand a range of text types
- plan, create, draft, edit and refine a range of individual responses
- identify the purpose and intended audience of texts
- identify main ideas and arguments in persuasive and influential content

How may I be assessed in this subject?

- a digital presentation
- an online report, explanatory or expository piece or article
- a video, podcast or oral presentation
- a digital reflective journal
- an online narrative, instructional or informative piece/content
- a digital presentation of guest speaker/s
- a recorded of discussion or debate
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Literacy Units 3 and 4

This subject will focus on real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

CONTENT

Unit 3

In this unit, students will learn to recognise, analyse, and evaluate the structures and semantic elements of informational, organisational, and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos, and vocational and workplace texts.

Unit 4

In this unit, students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products, and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which some messages can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

What knowledge and skills will I build?

- the structures and features of different texts
- key elements of specific complex texts
- the way different organisations, groups and businesses develop their own use of language
- the elements of oral communication
- the conventions of discussion
- the conventions of literacy
- read, infer, and create meaning from texts
- identify key elements of complex and technical documents
- engage with commonly encountered and technical documentation
- compare and contrast texts

How may I be assessed in this subject?

- a case study
- a brochure or pamphlet
- a video, podcast or oral presentation
- a digital presentation
- a series of summaries
- a reflective journal or diary

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Numeracy Units 1 and 2

This subject will focus on fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

CONTENT

Unit 1

In this unit, students will develop their numeracy practices to make sense of their personal, public, and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Unit 2

In this unit, students will develop and extend their numeracy practices to make sense of their personal, public, and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

What knowledge and skills will I build?

- create tables to collate, organise and input or record common and familiar data and information
- arrange and sort simple and familiar data and information
- use systems to plan and schedule common and familiar actions
- read inputs and interpret outputs such as from interactive maps, public transport timetables, online calculators/applications/planners
- adjust variables of inputs to optimise outputs and solutions for common and familiar situations and contexts

How may I be assessed in this subject?

- investigations and projects
- multimedia presentation
- poster or report
- portfolio

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE UNITS INFORMATION

VCE Vocational Major Numeracy Units 3 and 4

This subject provides students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

CONTENT

Unit 3

In this unit, students further develop and enhance their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

Unit 4

In this unit, students further develop, enhance, and extend their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

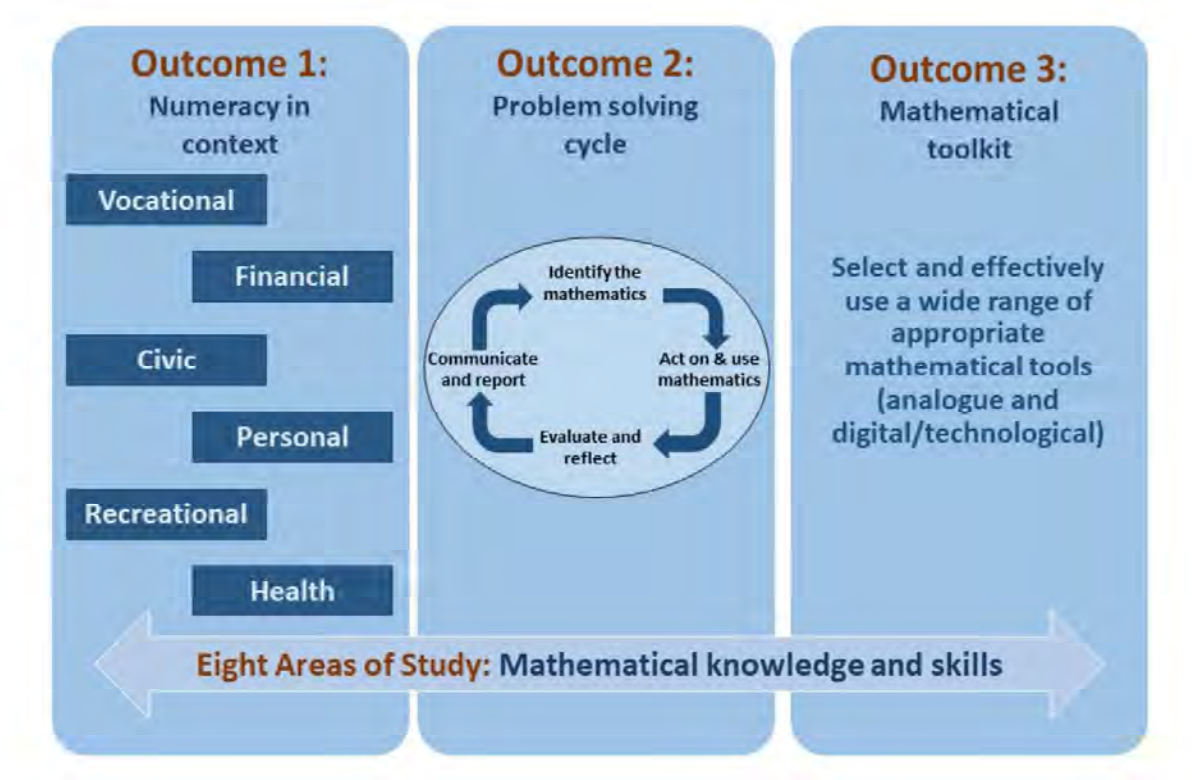
What knowledge and skills will I build?

- location and direction in relation to objects, landmarks, maps, and technologies
- oral and written instructions for moving to specified locations
- a range of angle measures and representations
- give direction and location instructions between multiple destinations
- understand and use compass directions
- demonstrate an understanding of angles using degrees
- understand where an object is in space

How may I be assessed in this subject?

- investigations and projects
- multimedia presentation
- portfolio

VCE Vocational Major Numeracy Units 3 and 4 CONTINUED



Area of Study

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

There are eight areas of study:

- Area of Study 1: Number
- Area of Study 2: Data
- Area of Study 3: Dimension and direction
- Area of Study 4: Shape
- Area of Study 5: Quantity and measures
- Area of Study 6: Relationships
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Personal Development Skills Units 1 and 2

This subject focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing.

CONTENT

Unit 1

In this unit, 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. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Unit 2

In this unit, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement, and evaluate an active response to an individual's need for community support.

What knowledge and skills will I build?

- identify and explain key ideas and concepts relating to sources of information about employment
- research, compare and evaluate concepts and strategies
- propose and justify strategies to improve future career prospects
- identify, outline, and explain key ideas and concepts relating to career and educational goals
- discuss, compare, analyse, research, and evaluate strategies relating to career and educational goals
- apply knowledge and present findings of research
- seek and act on feedback from a qualified source

How may I be assessed in this subject?

- a record of data analysis
- research task
- a recorded reflection on personal attributes
- a reflective journal
- a performance
- a record of interviews with members of the community and class
- a digital presentation

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Personal Development Skills Units 3 and 4

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. In unit 4, there is a focus 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.

CONTENT

Unit 3

In this unit, 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 contribution as well as the overall effectiveness of the team.

Unit 4

In this unit, students will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

What knowledge and skills will I build?

- the process in of planning and designing a community project
- key considerations when selecting an area of concern to address in a community project
- the objectives to be achieved in the project
- key resources related to the project
- methods for sourcing appropriate references to research the area of concern
- relevant stakeholders and community partners, and appropriate methods to engage or consult with community stakeholders
- previous and current responses to the area of concern
- key actions and strategies to be implemented in the project
- processes for allocating team member responsibilities
- developing a budget and timeline for the community project
- developing a contingency and risk management plan
- the type of evidence the team will collect during the implementation of the community project

How may I be assessed in this subject?

- a research or investigation report
- a project plan
- a record of active implementation, participation, and execution of a planned project
- a presentation regarding individual or team effectiveness in executing planned project

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Work Related Skills Units 1 and 2

VCE Vocational Major Work Related Skills 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.

CONTENT

Unit 1

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.

Unit 2

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. 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. Students will collect evidence and artifacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

What knowledge and skills will I build?

- identify and explain key ideas and concepts relating to sources of information about employment
- research, compare and evaluate concepts and strategies relating to sources of information about employment
- propose and justify strategies to improve future career prospects through the development, promotion, and application of skills
- identify, outline, and explain key ideas and concepts relating to career and educational goals
- discuss, compare, analyse, research, and evaluate strategies relating to career and educational goals
- apply knowledge and present findings of research
- seek and act on feedback from a qualified source

How may I be assessed in this subject?

- research tasks
- case studies
- video, podcast, or oral presentation
- participation in class activities
- role plays, interviews & work-related scenarios

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE Vocational Major Work Related Skills Units 3 and 4

VCE Vocational Major Work Related Skills 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.

CONTENT

Unit 3

In this unit, 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. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate, and productive workplaces.

Unit 4

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.

What knowledge and skills will I build?

- research, discuss and identify the roles that individuals play in workplace teams
- identify, justify, and apply a variety of appropriate and inclusive methods and mechanisms for workplace communication
- identify, explain, and apply active listening techniques appropriate for both teams and individuals in the workplace
- explain key characteristics relating to physical and digital, and/or hybrid portfolios
- compare the key characteristics and purpose of physical and digital portfolios
- research the current industry practices for portfolios in a chosen field
- collect current, relevant artifacts relating to career and/or education goals
- justify the selection of a specific portfolio
- discuss portfolio relevance to current industry practice or further education

How may I be assessed in this subject?

- a case study
- a role play or performance
- a presentation
- a record and reflection of presentations by guest speaker/s
- a record of discussion or debate
- a response to structured questions
- a digital presentation

Please Note: Refer to the Subject Cost Schedule for details of costs relevant to this program.

VCE VET Certificate II/III in Sport and Recreation

In the first year, students will complete a range of sporting-related units and develop a basic level of skills and knowledge for sport coaching and sport administration in a variety of sports and simulated activity.

Students will develop knowledge of the sports industry and relevant workplace industry skills. They will learn about the preparation of resources and equipment required to run sport and recreation sessions, how to conduct these sessions, coach participants, provide first aid and how to deal with clients.

There will be a wide variety of sports covered.

The second year of the course has a focus on sports coaching, group facilitation and sports programming. Students will also develop knowledge of managing risk and safety in sport, and learn how to design, develop and implement a user group education program in a sport and recreation-related area.

Scored assessment is available for the Scored Unit 3-4 sequence of the VCE VET Sport and Recreation program.

Units 1 and 2 include:

- participating in Workplace Health and Safety
- providing first aid
- providing CPR
- responding to emergency situations
- participating in conditioning for sport
- maintaining activity equipment
- organising personal work priorities
- continuously improving officiating skills and knowledge
- providing quality service
- responding to interpersonal conflict
- maintaining sport, fitness and recreation industry knowledge

Units 3 and 4 include:

- conducting sport coaching sessions with foundation level participants
- facilitating user groups
- planning and conducting programs
- educating user groups
- participating in Workplace Health and Safety and hazard identification, risk assessment and risk control

Subject Codes

SUBJECT CODES	VCE UNITS
AC011	VCE Accounting Unit 1
AC022	VCE Accounting Unit 2
AC033	VCE Accounting Unit 3
AC034	VCE Accounting Unit 4
AR011	VCE Art Unit 1
AR022	VCE Art Unit 2
AR033	VCE Art Unit 3
AR034	VCE Art Unit 4
BI011	VCE Biology Unit 1
BI022	VCE Biology Unit 2
BI033	VCE Biology Unit 3
BI034	VCE Biology Unit 4
BM011	VCE Business Management Unit 1
BM022	VCE Business Management Unit 2
BM033	VCE Business Management Unit 3
BM034	VCE Business Management Unit 4
CH011	VCE Chemistry Unit 1
CH022	VCE Chemistry Unit 2
CH033	VCE Chemistry Unit 3
CH034	VCE Chemistry Unit 4
DA011	VCE Dance Unit 1
DA022	VCE Dance Unit 2
DA033	VCE Dance Unit 3
DA034	VCE Dance Unit 4
DR011	VCE Drama Unit 1
DR022	VCE Drama Unit 2
DR033	VCE Drama Unit 3
DR034	VCE Drama Unit 4
DT011	VCE Product Design and Technology Unit 1
DT022	VCE Product Design and Technology Unit 2
DT033	VCE Product Design and Technology Unit 3
DT034	VCE Product Design and Technology Unit 4
EC011	VCE Economics Unit 1
EC022	VCE Economics Unit 2
EC033	VCE Economics Unit 3
EC034	VCE Economics Unit 4
EL011	VCE English Language Unit 1
EL012	VCE English Language Unit 2
EL013	VCE English Language Unit 3
EL014	VCE English Language Unit 4
EN011	VCE English Unit 1
EN012	VCE English Unit 2
EN013	VCE English Unit 3
EN014	VCE English Unit 4

Subject Codes

SUBJECT CODES	VCE UNITS
GE011	VCE Geography Unit 1
GE022	VCE Geography Unit 2
GE033	VCE Geography Unit 3
GE034	VCE Geography Unit 4
HH011	VCE Health and Human Development Unit 1
HH022	VCE Health and Human Development Unit 2
HH033	VCE Health and Human Development Unit 3
HH034	VCE Health and Human Development Unit 4
HI031	VCE History: Modern History Unit 1
HI042	VCE History: Modern History Unit 2
HI133	VCE History: Revolutions Unit 3
HI134	VCE History: Revolutions Unit 4
IT011	VCE Applied Computing Unit 1
IT012	VCE Applied Computing Unit 2
IT023	VCE Applied Computing: Data Analytics Unit 3
IT024	VCE Applied Computing: Data Analytics Unit 4
IT033	VCE Applied Computing: Software Development Unit 3
IT034	VCE Applied Computing: Software Development Unit 4
LI011	VCE Literature Unit 1
LI012	VCE Literature Unit 2
LI013	VCE Literature Unit 3
LI014	VCE Literature Unit 4
LO391	VCE Languages – Chinese Second Language Unit 1
LO392	VCE Languages – Chinese Second Language Unit 2
LO403	VCE Languages – Indonesian Unit 3
LO404	VCE Languages – Indonesian Unit 4
LS011	VCE Legal Studies Unit 1
LS022	VCE Legal Studies Unit 2
LS033	VCE Legal Studies Unit 3
LS034	VCE Legal Studies Unit 4
LT031	VCE Vocational Major Literacy Unit 1
LT032	VCE Vocational Major Literacy Unit 2
LT033	VCE Vocational Major Literacy Unit 3
LT034	VCE Vocational Major Literacy Unit 4
MA071	VCE Mathematics: General Mathematics Unit 1
MA072	VCE Mathematics: General Mathematics Unit 2
MA073	VCE Mathematics: General Mathematics Unit 3
MA074	VCE Mathematics: General Mathematics Unit 4
MA091	VCE Mathematics: Specialist Mathematics Unit 1
MA092	VCE Mathematics: Specialist Mathematics Unit 2
MA093	VCE Mathematics: Specialist Mathematics Unit 3
MA094	VCE Mathematics: Specialist Mathematics Unit 4

Subject Codes

SUBJECT CODES	VCE UNITS
MA101	VCE Mathematics: Foundation Mathematics Unit 1
MA102	VCE Mathematics: Foundation Mathematics Unit 2
MA103	VCE Mathematics: Foundation Mathematics Unit 3
MA104	VCE Mathematics: Foundation Mathematics Unit 4
MA111	VCE Mathematics: Mathematical Methods Unit 1
MA112	VCE Mathematics: Mathematical Methods Unit 2
MA113	VCE Mathematics: Mathematical Methods Unit 3
MA114	VCE Mathematics: Mathematical Methods Unit 4
MC011	VCE Music Unit 1
MC012	VCE Music Unit 2
MC034	VCE Music Repertoire Performance Unit 3
MC044	VCE Music Repertoire Performance Unit 4
MC053	VCE Music Inquiry Unit 3
MC054	VCE Music Inquiry Unit 4
MC063	VCE Music Contemporary Performance Unit 3
MC064	VCE Music Contemporary Performance Unit 4
ME011	VCE Media Unit 1
ME022	VCE Media Unit 2
ME033	VCE Media Unit 3
ME034	VCE Media Unit 4
MS033	VCE Music Composition Unit 3
MS034	VCE Music Composition Unit 4
NM031	VCE Vocational Major Numeracy Unit 1
NM032	VCE Vocational Major Numeracy Unit 2
NM033	VCE Vocational Major Numeracy Unit 3
NM034	VCE Vocational Major Numeracy Unit 4
OS011	VCE Outdoor and Environmental Studies Unit 1
OS022	VCE Outdoor and Environmental Studies Unit 2
OS033	VCE Outdoor and Environmental Studies Unit 3
OS034	VCE Outdoor and Environmental Studies Unit 4
PD031	VCE Vocational Major Personal Development Skills Unit 1
PD032	VCE Vocational Major Personal Development Skills Unit 2
PD033	VCE Vocational Major Personal Development Skills Unit 3
PD034	VCE Vocational Major Personal Development Skills Unit 4
PE011	VCE Physical Education Unit 1
PE022	VCE Physical Education Unit 2
PE033	VCE Physical Education Unit 3
PE034	VCE Physical Education Unit 4
PH011	VCE Physics Unit 1
PH022	VCE Physics Unit 2
PH033	VCE Physics Unit 3
PH034	VCE Physics Unit 4
PL011	VCE Philosophy Unit 1
PL022	VCE Philosophy Unit 2

Subject Codes

SUBJECT CODES	VCE UNITS
PS041	VCE Australian and Global Politics Unit 1
PS042	VCE Australian and Global Politics Unit 2
PS053	VCE Global Politics Unit 3
PS054	VCE Global Politics Unit 4
PY011	VCE Psychology Unit 1
PY022	VCE Psychology Unit 2
PY033	VCE Psychology Unit 3
PY034	VCE Psychology Unit 4
RE011	VCE Religion and Society Unit 1
RE022	VCE Religion and Society Unit 2
RE033	VCE Religion and Society Unit 3
RE034	VCE Religion and Society Unit 4
SIS20115	VCE VET Certificate II in Sport and Recreation
SIS30115	VCE VET Certificate III in Sport and Recreation
SO011	VCE Sociology Unit 1
SO022	VCE Sociology Unit 2
SO033	VCE Sociology Unit 3
SO034	VCE Sociology Unit 4
VC011	VCE Visual Communication Design Unit 1
VC022	VCE Visual Communication Design Unit 2
VC033	VCE Visual Communication Design Unit 3
VC034	VCE Visual Communication Design Unit 4
WR031	VCE Vocational Major Work Related Skills Unit 1
WR032	VCE Vocational Major Work Related Skills Unit 2
WR033	VCE Vocational Major Work Related Skills Unit 3
WR034	VCE Vocational Major Work Related Skills Unit 4

Glossary

Assessment Tasks	Specific activities such as practical exercises, tests, examinations, folio presentations, performance activities or essays which receive a grade according to criteria specified within each study.
ATAR	Australian Tertiary Admissions Rank. The Victorian Tertiary Admission Centre uses the study scores to determine a national percentile ranking of each student. The ATAR is used by universities and TAFE institutes to select students for courses.
GAT	General Achievement Test. Each student undertaking a VCE Units 3 and 4 study is expected to complete the GAT.
Outcomes	What you are expected to know and be able to do by the time you have completed the unit.
Prerequisites	A study that you must successfully complete to be eligible for entry into a course.
SAC	School Assessed Coursework. Work completed within class time which contributes to the internal assessment of VCE Units 3 and 4 studies.
Satisfactory Completion	Students must satisfactorily complete each set of outcomes in the study according to the objectives in the study design to enable them to gain a "S" as the overall result for that unit.
Scaling	A process used by VTAC to provide an overall measure of the performance of all students across all VCE studies. Scaling reflects the strength of competition within each study.
Study	Subjects completed by students. Each study consists of four units.
Study Design	The description of the content of a study and how students' work is to be assessed. This is published by VCAA.
Study Score	The measure of the student's relative position in the state wide cohort of students undertaking the study. This is reported as a score out of 50, calculated using the scores achieved in each of the three graded assessments for the study.
SWL	Structured Workplace Learning involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.
SWLR	Structured Workplace Learning Recognition is the credit students can receive towards their VCE from the formal recognition of the SWL placement and the satisfactory completion of VCE units contained within the SWLR for VET Unit 1 and 2.
Units 1 and 2	Units of work usually undertaken in Year 11.
Units 3 and 4	Units of work with a greater degree of difficulty which are usually undertaken in Year 12.
VCAA	Victorian Curriculum and Assessment Authority. The body established by the Victorian Government which has responsibility for all aspects of the VCE and VCE VET.
VCE	The Victorian Certificate of Education.
VCE Unit	Each unit of work in each study is a semester in length.
VCE VM	VCE Vocational Major
VET	Vocational Education and Training. VET programs are taken as part of VCE and students gain nationally recognised vocational certificates.
VTAC	The Victorian Tertiary Admission Centre administers the selection system for Victoria's tertiary institutions.

Subject Cost Schedule

YEAR 10

Active For Life

- $70 per semester

For various excursion options.

Dance – Dancing Through Life

- Approximate total cost $75

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend three performances in this semester.

Drama – Processing Your Dramatic Potential

- Approximate total cost $55

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend one performance in this semester.

Eco Fashion Design

- $60 per year

Parents may be required to pay additional material costs if their child's projects exceed a defined limit. The costs will vary depending on the size and complexity of the design and the materials used.

Furniture Design

- $70 per semester

Parents may be required to pay for the cost of materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

Health for All

- $35 per semester

The activities could include gym visits, yoga and other recreational activities.

Geography and Humanities

- $50 per year for both subjects

Students will undertake field work and/or an excursion as part of their studies. This can include excursions and associated activities.

Music

- $55

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

Outdoor Construction

- $70 per semester

Parents may be required to pay for the cost of materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

Subject Cost Schedule

YEAR 10 CONTINUED

Outdoor Education

- $300 per semester

The activities involved may include: surfing, snorkelling, bushwalking, canoeing/kayaking and other Outdoor Education based activities.

Physical Education (Sports Injuries, First Aid and Training)

- $200 levy

The students will undertake a first aid course from an external provider and attain recognised qualifications for Provide First Aid Course HLTAID001. The cost for this course is approximately $200.

Architecture, Art, Digital Photography, Visual Communication Design and Media

- $60 per semester (for each of the above subjects except Media)
- $30 per semester (Media)

Parents may be required to pay for the cost of materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

Subject Cost Schedule

VCE

VCE Applied Computing Unit 2

- $35 levy

This covers the cost of a Micro:bit microprocessor that will be distributed at school.

VCE Art Units 1 to 4

- $120 levy ($60 per semester)

Parents may be required to pay for the cost of extra materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

VCE Dance Units 1 and 3

- Approximate total cost $75

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend three performances in this semester.

VCE Dance Units 2 and 4

- Approximate total cost $25

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend one performance in this semester.

VCE Drama Units 1 and 3

- Approximate total cost $85

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend three performances in this semester.

VCE Drama Units 2 and 4

- Approximate total cost $55

Parents will be required to pay for the cost of the performances that the students attend to assist their learning. The cost will vary depending on the type of performance they are attending. Students usually attend one performance in this semester.

VCE Geography Units 1 to 4

- $50 for Unit 1
- $200 for Unit 2
- $50 for Unit 3
- No levy for Unit 4

Students will undertake field work as part of their studies. This can include excursions and overnight camps.

VCE Media Units 1 to 4

- $60 levy ($30 per semester)

Subject Cost Schedule

VCE CONTINUED

VCE Music Units 1 & 2

- $55

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

VCE Music Composition Units 3 & 4

- $70

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

VCE Music Contemporary Performance Units 3 & 4

- $70

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

VCE Music Inquiry Units 3 & 4

- $70

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

VCE Music Repertoire Performance Units 3 & 4

- $70

Parents will be required to pay for the cost of attending a performance if a relevant opportunity arises.

VCE Outdoor and Environmental Studies Units 1 and 2

- $325 per semester*

Activities could include surfing, body boarding, bush walking, multi day bushwalks and other relevant outdoor activities.

VCE Outdoor and Environmental Studies Units 3 and 4

- $360 per semester*

Planned activities include bush walks, a three-day trip to the Grampians (bush walking) and a trip to Mt Buller for downhill skiing.

* Note: The nature of these programs necessitates that practical trips are undertaken in the outdoor environment. The number of students involved can affect the types of activities conducted and will influence the costs. Amounts listed above are estimates.

VCE Product Design and Technology Units 1 and 2

- $120 levy ($60 per semester)

Parents may be required to pay for the cost of extra materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

VCE Product Design and Technology Units 3 and 4

- $150 levy ($75 per semester)

Parents may be required to pay for the cost of extra materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

Subject Cost Schedule

VCE CONTINUED

VCE Visual Communication Design Units 1 to 4

- $120 levy ($60 per semester)

Parents may be required to pay for the cost of extra materials associated with their child's individual projects if they exceed a defined limit. The cost will vary depending on the size and complexity of the design and the materials used.

VCE Vocational Major Subjects

- $400 levy

This covers the cost of study resources, excursions, and micro-credentials

Notes

Notes

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