



# 2021 Senior Subject Handbook

47 Dawson Street Brunswick VIC 3056

T: 9387 6133 F: 9387 0061

E: [brunswick.sc@edumail.vic.gov.au](mailto:brunswick.sc@edumail.vic.gov.au)

W: [www.brunswick.sc.vic.edu.au](http://www.brunswick.sc.vic.edu.au)



## Congratulations. You are about to embark on your final years of secondary school.

The final years of secondary school are exciting ones. Whilst expectations and workload may increase, so too does the support the school will provide in helping you obtain your goals. It is important that you consider the advice of your family and teachers in making the right decision about your course of study in the senior years. Ultimately your interests and ambitions should shape your decisions.

Please research choices carefully and take the opportunities provided around advice and counselling; you will be provided with an individual subject selection appointment and there will be a focus in Homegroup sessions on subject selections.

Our goal at Brunswick Secondary College is for all students to achieve to the best of their ability.

The school offers two senior school certificates – VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). VET (Vocational Education and Training) may be undertaken as part of either certificate. This booklet contains details of all the subjects offered at a senior level at the College.

It is important to gather all the information that you need to make wise subject choices.

- The table on the following page outlines the key dates and events for students entering into or continuing Senior School at BSC in 2021. Please use these opportunities to find out more information about course selection.

Students are more likely to be successful where you select a course that not only builds on strengths and interests but which also suits your abilities and allows for viable options for further study or work.

Best wishes in your subject selection and senior years of school.

Yours sincerely,



**Karen Harris**  
Principal

## Subject Selection Process

To support students in making the best decisions for their future pathway BSC offers a comprehensive program of advice, including subject expos, individual subject selection appointments and presentations during Home Group. Family consultation is most important during this time of decision making and parents are invited to participate in the program offered by the school. With parents and teachers working together we anticipate that students will be in a position to make informed, appropriate decisions.

Once students have decided on the subjects they would like to undertake, they will make their selections through an online portal. Information on this process, as well as VCE, careers, VET and VCAL will be shared via a Senior School Subjects website. We encourage families to view these resources. Links will be sent

| Students entering<br>YEAR 10 in 2021  | Students entering<br>YEAR 11 in 2021   | Students entering<br>YEAR 12 in 2021                             |
|---|--|--|
| <b>Thursday 25 June</b><br>Early Start Information uploaded to<br>Compass Newsfeed  |  |  |
|   | <b>Thursday August 6</b><br>VET/VCAL/VCE and Subject Selection<br>Information in Home Group and on Senior School<br>Subjects website   |  |
| <b>Friday August 7</b><br>Year 9 students applying for Early Start can<br>attend the Year 11 2021 Subject Expo in<br>period 4.  | <b>Thursday August 6</b><br>Year 11 2021 Subject Expo for Year 10 (2020)<br>and Year 9 (2020) interested in Early Start<br>3.30-4.30 in Teams                                    |  |
| <b>Friday August 17</b><br>Early Start VCE applications due   | <b>Wednesday August 19 &amp;<br/>Thursday August 20</b><br>Subject selection appointments for Year 10 (2020)<br>students about 2021 subject choice<br>Café Area – by appointment |  |
|   | <b>Tuesday August 18</b><br>Year 11 2021 Subject Selections due  |  |
| <b>Thursday August 28</b><br>Year 10 2021 Subject Expo for Year 9<br>(2020) students  |  | <b>Friday August 28th</b><br>Year 12 2021 Subject Selections due |
| <b>Thursday August 27</b><br>Year 10 Curriculum, Subject Selection and<br>Work Experience 2021 Information in Home<br>group   |  |  |
| <b>Thursday September 3 - Parent Teacher Student Conferences: Years 7-12. 12.30pm – 7.30pm To be confirmed</b>  |  |  |
| <b>Wednesday September 9 &amp;<br/>Thursday September 10</b><br>Subject selection appointments for Year 9<br>(2020) students regarding 2021 subject<br>choice<br>Café Area – by appointment |  |  |
| <b>Thursday September 10</b><br>Year 10 2021 Subject Selections due   |  |  |

## Contents

|  |        |
|--|--------|
| <i>Subject Selection Process</i> .....                     | - 3 -  |
| <i>Contents</i> .....                                      | - 4 -  |
| <b>GLOSSARY</b> .....                                      | - 6 -  |
| <b>SENIOR SCHOOL PATHWAYS</b> .....                        | - 7 -  |
| <b>ABOUT VCAL</b> .....                                    | - 7 -  |
| <b>ABOUT VET</b> .....                                     | - 7 -  |
| <b>ABOUT VCE</b> .....                                     | - 7 -  |
| <b>VCAL</b> .....  | - 8 -  |
| <i>VCAL Requirements</i> .....                             | - 8 -  |
| <i>VCAL Assessment</i> .....                               | - 8 -  |
| <i>VCAL Program</i> .....                                  | - 9 -  |
| Literacy .....   | - 9 -  |
| Numeracy .....   | - 9 -  |
| Work Related Skills .....                                  | - 9 -  |
| Personal Development Skills .....                          | - 9 -  |
| <b>VOCATIONAL EDUCATION &amp; TRAINING (VET)</b> .....     | - 10 - |
| <i>What is VET?</i> .....                                  | - 10 - |
| <i>VET Program Costs</i> .....                             | - 10 - |
| <i>VET Timetabling</i> .....                               | - 10 - |
| <b>VCE</b> .....   | - 11 - |
| <i>VCE Requirements</i> .....                              | - 11 - |
| <i>VCE Assessment</i> .....                                | - 11 - |
| <i>ATAR</i> .....  | - 11 - |
| <i>VCE Program</i> .....                                   | - 12 - |
| Extended Investigation .....                               | - 13 - |
| <i>Art, Design &amp; Technology Learning Area</i> .....    | - 14 - |
| Applied Computing .....                                    | - 14 - |
| Media .....  | - 15 - |
| Product Design & Technology .....                          | - 16 - |
| Studio Arts .....  | - 17 - |
| Visual Communication Design .....                          | - 18 - |
| <i>English Learning Area</i> .....                         | - 19 - |
| English .....  | - 19 - |
| EAL - English as an Additional Language .....              | - 20 - |
| English Language .....                                     | - 21 - |
| Literature .....   | - 22 - |
| <i>Humanities Learning Area</i> .....                      | - 23 - |
| Accounting .....   | - 23 - |
| Business Management .....                                  | - 24 - |
| Legal Studies .....  | - 25 - |
| Geography .....  | - 26 - |
| History .....  | - 27 - |
| Australian & Global Politics .....                         | - 28 - |
| <i>Health &amp; Physical Education Learning Area</i> ..... | - 29 - |
| Food Studies .....   | - 29 - |
| Health & Human Development .....                           | - 30 - |
| Outdoor & Environmental Studies .....                      | - 31 - |
| Physical Education .....                                   | - 32 - |
| <i>Languages Learning Area</i> .....                       | - 33 - |
| Chinese .....  | - 33 - |
| Italian .....  | - 33 - |
| <i>Mathematics Learning Area</i> .....                     | - 34 - |
| Pathways .....   | - 34 - |
| Further Mathematics .....                                  | - 35 - |
| Mathematical Methods .....                                 | - 36 - |
| Specialist Mathematics .....                               | - 36 - |

|  |        |
|--|--------|
| <i>Performing Arts Learning Area</i> ..... | - 37 - |
| Dance.....                                 | - 37 - |
| Drama.....                                 | - 38 - |
| Music Performance.....                     | - 39 - |
| Music Investigation .....                  | - 40 - |
| <i>Science Learning Area</i> .....         | - 41 - |
| Biology .....                              | - 41 - |
| Chemistry .....                            | - 42 - |
| Physics .....                              | - 43 - |
| Psychology.....                            | - 44 - |

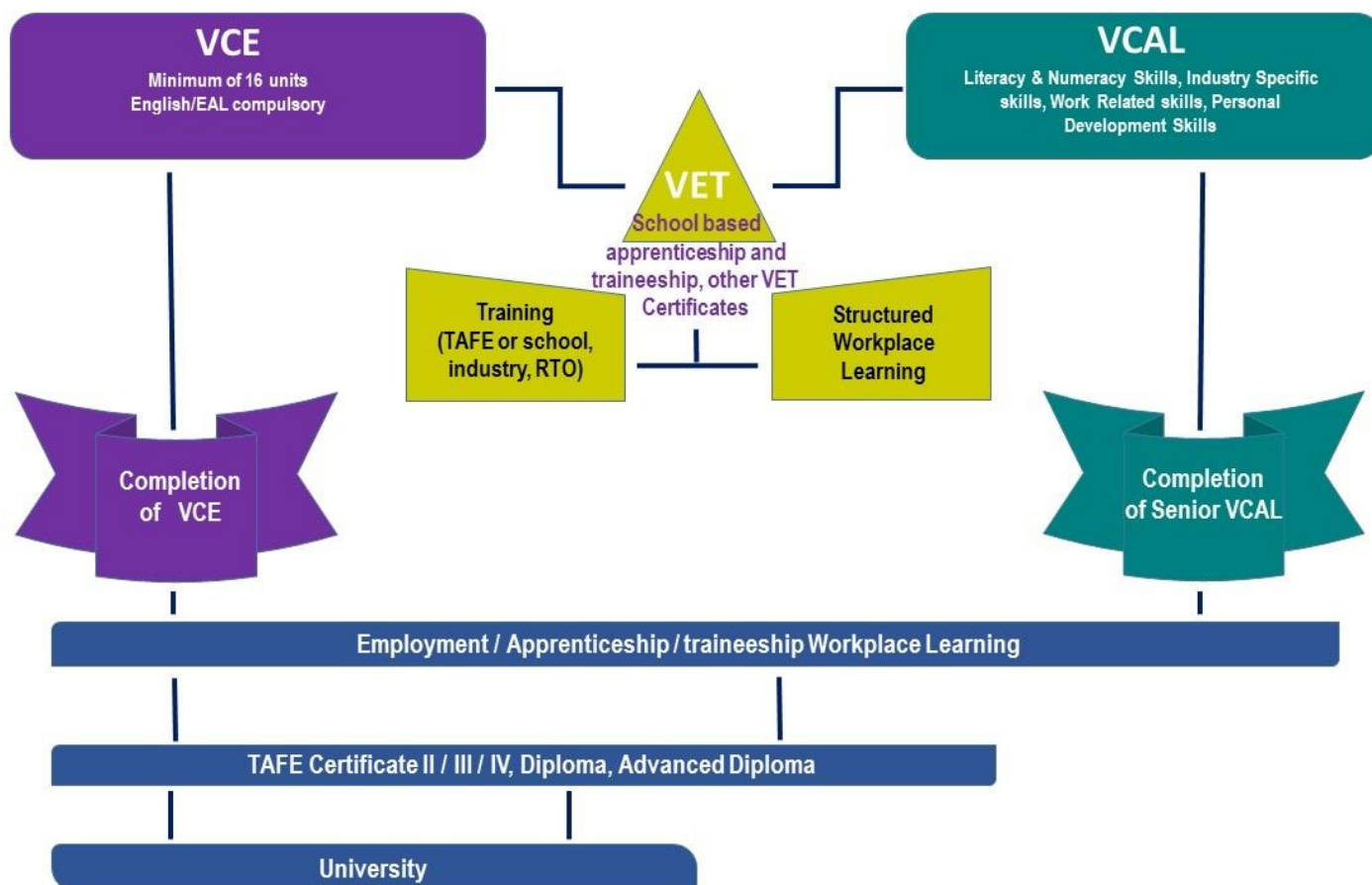
## Glossary

|                              |  |
|------------------------------|--|
| <b>Assessment tasks</b>      | Pieces of work which are undertaken over a designated period of time, or as an examination, and are graded to determine the student's level of performance.  |
| <b>ATAR</b>                  | Australian Tertiary Admissions Rank (ATAR). A score that is generated from a student's result. This score is used by most tertiary institutions as a primary criterion for selection purposes.   |
| <b>GAT</b>                   | A general knowledge examination, undertaken by all students who are studying any Unit 3 & 4 sequence. The GAT is used by the VCAA as a means of verifying grades.  |
| <b>Learning outcomes</b>     | Learning outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 learning outcomes per unit. Learning outcomes define what students will know and be able to do as a results of undertaking a study.   |
| <b>Prerequisite subjects</b> | These are units that must be satisfactorily completed before a student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.  |
| <b>SAC</b>                   | School Accessed Course Work (SAC) Unit 3 & 4 are assessment tasks that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by the teacher.   |
| <b>SAT</b>                   | School Assessed Tasks (SAT) are completed in subjects that produce a product, portfolio, or model. This Unit 3 & 4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and the score is confirmed externally. |
| <b>Study score</b>           | A score of 0 - 50 is given for each Unit 3 & 4 study. This sums up a student's total achievement, relative to all other students doing that same study. The score is based on school assessments and examinations.   |
| <b>Unit/Unit of study</b>    | A self-contained study of approximately one semester's length.   |
| <b>VCAA</b>                  | Victorian Curriculum and Assessment Authority (VCAA) - the body that administers the VCE.  |
| <b>VCE</b>                   | Victorian Certificate of Education (VCE). A senior school certificate based on mainly theoretical learning.  |
| <b>VET</b>                   | Victorian Education and Training Studies (VET). Industry endorsed programs that enable joint VCE and TAFE qualifications.  |
| <b>VTAC</b>                  | The Victorian Tertiary Admissions Centre (VTAC) - the body that processes students' application for entry to most tertiary institutions.   |

## Senior School Pathways

Brunswick Secondary College offers both **VCAL (Victorian Certificate of Applied Learning)** and **VCE (Victorian Certificate of Education)** pathways to senior students. In addition, **VET (Vocational Education training)** can be incorporated into either pathway to allow students to maximise and best tailor their learning opportunities.

**Both VCE & VCAL are pathways toward higher learning (TAFE or university)** if so desired. Students are encouraged to pursue the pathway that best suits their personal and career goals. This diagram illustrates the different pathways.



## About VCAL

The **Victorian Certificate of Applied Learning (VCAL)** is an accredited secondary certificate. This pathway offers a 'hands-on' study option for students in Years 11 and 12. VCAL gives students practical work-related experience, as well as literacy and numeracy skills while offering the opportunity to build personal skills that are important for both life and work. VCAL studies can lead to higher education such as TAFE and/or university. [Click here to learn more about VCAL.](#)

## About VET

**Vocational Education and Training (VET)** are programs undertaken by students as **part** of their senior secondary certificate. These programs provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation or a school in partnership with a RTO. [Click here to learn more about VET.](#)

## About VCE

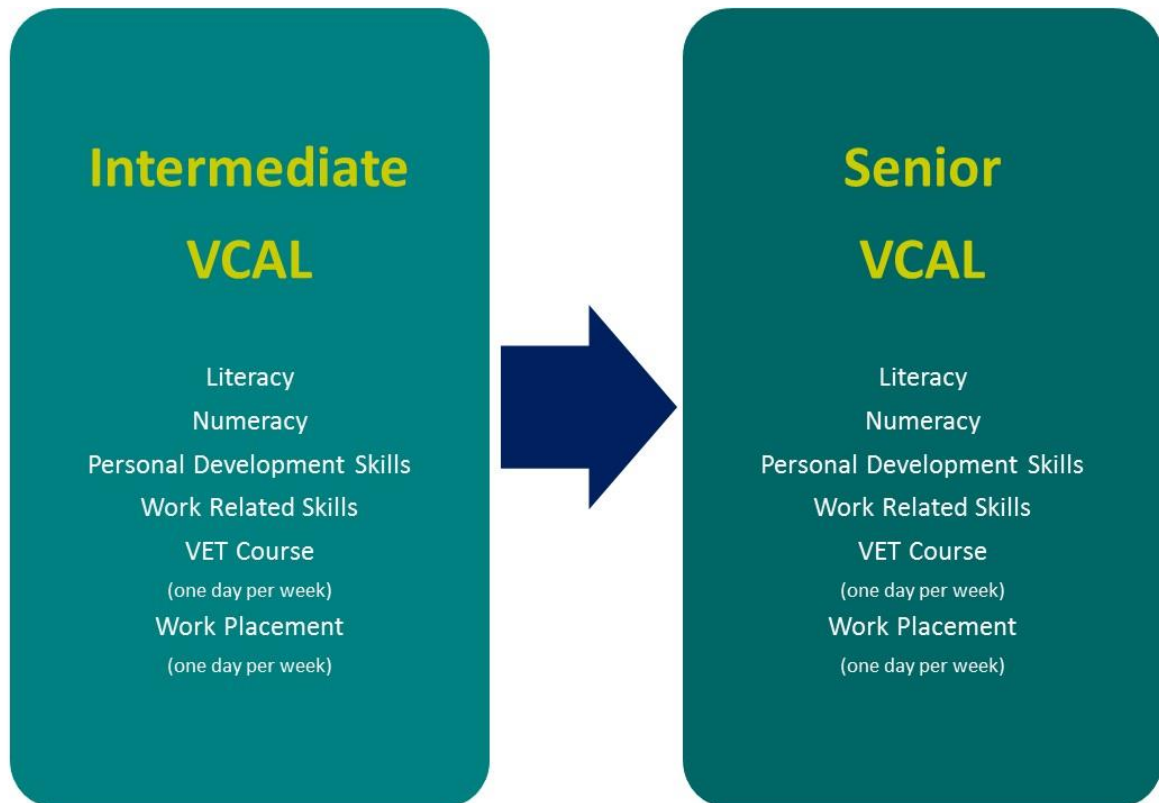
The **Victorian Certificate of Education (VCE)** is awarded to students who successfully complete academic studies to Year 11 & 12 level. It is recognised internationally and provides pathways to employment as well as to further study at university and TAFE (Technical and Further Education). VCE is usually completed in Years 11 and 12, but can be started in Year 10. VCE studies can lead to higher education such as TAFE and/or university. [Click here to learn more about VCE.](#)

## VCAL

### VCAL Requirements

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

There are three VCAL Award Levels: Foundation; Intermediate and Senior



### VCAL Assessment

Assessment is not based on tests and exams, rather competency based assessment. Students are provided with multiple opportunities to demonstrate competency. This is called ongoing assessment. Students are supported to meet learning outcomes, however there is still a significant amount of work required from each student, especially at the Senior level.

There are five VCAL curriculum areas or 'strands':

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills (Certificate Courses at TAFE)

All VCAL students complete assessments in each of the strands. All assessment tasks are marked satisfactory or unsatisfactory.

Students **must** successfully reach the learning outcomes for each strand. This is based on student evidence, including:

- Written work
- Speeches and oracy outcomes
- Participation in excursions
- Developing leadership skills
- Teamwork and collaboration
- Participates in Structured Workplace Learning

For details regarding each strand, see the following table.



## VCAL Program

|                                    |   |
|------------------------------------|---|
| <b>Literacy:</b>                   | <ol style="list-style-type: none"> <li>1. Writing for self-expression</li> <li>2. Writing for practical purposes</li> <li>3. Writing for knowledge</li> <li>4. Writing for public debate</li> <li>5. Reading for self-expression</li> <li>6. Reading for practical purposes</li> <li>7. Reading for knowledge</li> <li>8. Reading for public debate</li> <li>9. Oracy for self-expression</li> <li>10. Oracy for knowledge</li> <li>11. Oracy for practical purposes</li> <li>12. Oracy for exploring issues and problem solving</li> </ol>   |
| <b>Numeracy</b>                    | <ol style="list-style-type: none"> <li>1. Numeracy for practical purposes – design</li> <li>2. Numeracy for practical purposes - measuring</li> <li>3. Numeracy for personal organisation – money and time</li> <li>4. Numeracy for personal organisation – location</li> <li>5. Numeracy for interpreting society – data</li> <li>6. Numeracy for interpreting society – numerical information</li> <li>7. Numeracy for Knowledge (Senior further study of Maths problem solving)</li> </ol>   |
| <b>Work Related Skills</b>         | <p>Semester 1</p> <ol style="list-style-type: none"> <li>1. Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment</li> <li>2. Identify and apply complex OHS procedures in a selected workplace</li> <li>3. Work in a team to plan and undertake a complex OHS activity</li> <li>4. Research and present findings on employment opportunities and conditions in a selected workplace</li> <li>5. Prepare an application for an employment opportunity</li> </ol> <p>Semester 2</p> <ol style="list-style-type: none"> <li>1. Work in a team to research and plan a complex work-related activity or project</li> <li>2. Describe, analyse and demonstrate employability skills valued in a complex work-related activity or project</li> <li>3. Identify and solve issues relevant to a complex work-related activity or project</li> <li>4. Work cohesively in a team to complete a complex work-related activity or project</li> <li>5. Review and evaluate the process and outcome of a complex work-related activity or project</li> <li>6. Develop and deliver a presentation on a complex work-related activity or project, using appropriate technology</li> </ol> |
| <b>Personal Development Skills</b> | <p>Unit 1</p> <ol style="list-style-type: none"> <li>1. Plan and organise a simple activity.</li> <li>2. Demonstrate knowledge specific to a simple activity or goal.</li> <li>3. Demonstrate skills specific to a simple activity or goal.</li> <li>4. Solve problems specific to a simple activity or goal.</li> <li>5. Demonstrate teamwork skills.</li> </ol> <p>Unit 2</p> <ol style="list-style-type: none"> <li>1. Identify the rights and responsibilities of individuals in a community.</li> <li>2. Plan and organise a simple activity within a community.</li> <li>3. Communicate information about a social issue or community activity.</li> <li>4. Communicate effectively to resolve problems related to a social issue or community activity.</li> <li>5. Demonstrate teamwork skills or work effectively as a group/team member.</li> </ol>   |
|                                    | <p style="text-align: right;"><a href="#">Back to Senior Pathways</a></p> <p style="text-align: right;"><a href="#">Back to Table of Contents</a></p>   |

## Vocational Education & Training (VET)

### What is VET?

Vocational Education and Training (VET) are programs undertaken by students as part of their senior secondary certificate. These programs provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation or a school in partnership with a RTO.

#### VET Courses

For a list of available VET Courses, please refer to the Inner Melbourne VET Cluster and Northern Melbourne VET Cluster 2021 handbooks. VET Course Handbooks and application forms will be available from the Careers Office.

#### Features of VET

VET programs are usually completed part time over 2 years. They enable students to complete a vocational qualification and VCE or VCAL at the same time. VET can assist students with pathways to employment or further education and training at TAFE. VET focuses on students developing industry specific and workplace skills, designed to meet the basic needs of industry. A VET in Schools course usually comprises of Units of Competency delivered by a Registered Training Organisation (RTO or TAFE) at a designated school or other educational setting.

##### 1. Structured Workplace Learning (SWL)

Structured workplace learning (SWL) is a component of most VCE/VET programs. SWL complements the training undertaken at the school/provider and should be spread across the duration of the training program. It provides context for: enhancement of skills development, practical application of industry knowledge, assessment of units of competency/modules, as determined by the registered training organisation (RTO) and increased employment opportunities. SWL involves an employer accepting a student on a “one day” a week basis or as a block. Structured Workplace Learning is an essential part of VET and is highly recommended. For some VET courses it is compulsory.

##### 2. Contribution to VCE and VCAL

VCE/VET programs with a study score can contribute directly to the ATAR as one of a student's primary four scaled studies or as a 5th or 6th study. Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications that are not included in the suite of approved VCE VET programs and School-based Apprenticeships and Traineeships may be eligible for credit towards their VCE. This credit is called Block Credit Recognition. VET contributes to a successful completion for VCAL Industry Specific Skills and Work Related Skills Strands.

### VET Program Costs

VET programs are subject to fees. The fees vary in amount according to the materials required to complete the program. VET course materials fees generally cover: trade materials, books and some equipment. It is expected that VET fees are paid by the end of February and before the first VASS enrolment date.

#### VET opportunities

VET provides an opportunity for students to explore possible areas of interest which promote further study and work choices. It allows students to develop links with industry and local community employers, whereby students may be offered part time/casual work, through completion of SWL. VET can improve employment prospects and help students to gain knowledge of employers' expectations and real working conditions. VET can assist in a student's transition from school to Further Education and Training and employment.

#### VET - Language, Literacy and Numeracy support

Students requiring additional assistance to achieve successful outcomes in their VET programs need to indicate this on the VET application form. Arrangements can be made between the Home and Host Schools regarding the level of support required. Any formal assessment will be undertaken by the Home School prior to the completion of the VET application form.

#### Northern Melbourne VET Cluster (NMVC) & the Inner Melbourne VET Cluster (IMVC).

BSC is a member of both the Northern Melbourne VET Cluster (NMVC) & the Inner Melbourne VET Cluster (IMVC).

Students considering VET as part of their senior education can collect a VET Course Handbook through Home Group or by visiting the Careers Office in the school Library. The handbook contains details about VET courses, Structured Workplace Learning and the application process. Information about VET Orientation sessions, usually held at the VET Host Schools, will be provided to students who have applied for VET courses at the end of Term 3 and in early Term 4.

### VET Timetabling

VCAL students predominantly attend VET courses on Wednesdays.

Students doing VCE (Year 11) must select a course that is on a Wednesday afternoon. VCE students doing VET are signed out to attend VET, usually 1 hour and 15 minutes, prior to their VET class starting time.

Please note that where a VET program clashes with a VCE subject on the student's timetable, changes will need to be made to the subject or VET course choice, to resolve the clash.

Students are requested to indicate their interest in doing a VET course, by completing an application form provided at the Year 11 Subject Expo or through their Home Group teacher. If you have any questions about VET, please contact the Careers Advisor.

## VCE

### VCE Requirements

To be awarded the Victorian Certificate of Education, as a continuing student, you must satisfactorily complete a minimum of 16 units of study.

These units must include:

- 3 units of English selected from English/EAL Units 1- 4, English Language and Literature Units 1 – 4. Students must gain a satisfactory completion of Units 3 and 4 in the same year.
- 3 sequences of Units 3 and 4 in studies other than English, which may include any number of additional English sequences once the English requirement has been met.
- No more than 2 units of English/EAL Units 1&2 may be counted towards English requirement.

A VCE program will usually be completed in two years. In Year 11, you will be expected to complete 12 units of study - that is 6 units per semester. In Year 12, you will be expected to complete 10 units of study - that is 5 units per semester.

### VCE Assessment

There are two ways in which VCE units are assessed:

- by satisfactory completion of a unit
- by levels of performance

VCE studies are assessed using Outcomes and School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) together with Examinations.

#### Satisfactory completion:

- For each unit of study, students will receive an S (completed satisfactorily) or N (not completed satisfactorily). This result depends on whether students have satisfactorily achieved all outcomes related to the unit and have met the attendance requirements.
- Students must meet a 90% attendance requirement in each unit of study.
- Every VCE unit of study includes a number of outcomes. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on set work and assessment tasks designated for the unit.
- In order to satisfactorily complete a VCE Unit of Study you must satisfactorily achieve each outcome for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.
- The BSC 'Student Guide: Senior Handbook' gives detailed information on satisfactory completion of units of study, submission of work and attendance requirements.

#### Levels of performance:

There is a system of graded assessment, from A+ to U/G, based on SAC, SAT and Examination results. SACs and SATs will be part of the regular teaching and learning program, will be completed mainly in class time and will take a limited time. The examination component will be assessed externally by the Victorian Curriculum Assessment Authority (VCAA) at the end of Unit 4.

At the end of the Year 11 and 12 each student will receive a Statement of Results indicating the units studied and the S or N result for that unit. In Year 12, the certificate will also give the letter grades obtained for each SAC, and External Examinations. These will provide the basis for a Board of Studies calculated Australian Tertiary Admissions Rank (ATAR) which is required for direct entry in University education post Year 12.

### ATAR

The Australian Tertiary Admissions Rank (ATAR) is a score that is generated from a student's result. This score is used by most tertiary institutions as a primary criterion for selection purposes.

The ATAR is based on up to six VCE study results. The results do not all have to be from one year.

The ATAR is calculated using:

- The best score in any one of the English studies plus
- The scores of a student's next best three permissible studies (which together with the English study make the 'Primary Four'), plus 10 percent of the scores for any fifth and sixth study which a student may have completed (these are called increments).

Students with the Primary Four will receive an ATAR. VTAC will use up to six results in calculating the ATAR. If a student has more than six results, the six scores that give the highest ATAR are used.

## VCE Program

**The secret of success is careful planning and good work habits.**

When choosing subjects for the VCE, students should consider:

- which program is best suited to them (VCE, VCAL)
- what subjects they are good at, are interested in and enjoy
- what course they would like to pursue after school and what are the prerequisites for that course
- what subjects they need to take to keep their options open. Students should not feel pressured into choosing a particular career. It is more important to be aware of the consequences of their study choices and to plan a program that is flexible and keeps many options open.
- whether they believe they will succeed with this program of study

### Subject information

**Using the quick links via the Table of Contents**, investigate the details of each VCE subject that you are interested in. Information, including Entry requirements/subject prerequisites, areas of study and general assessment details are included in this document. Should you have any queries please contact the school.

**Plan ahead! Thoroughly research your options by:**

- Asking advice from your parents, friends, teachers, Careers Adviser
- Attend university and TAFE open days
- Read the Job Guide
- Visit the Careers Office at school or visit the Careers webpage on the BSC website. Look at institution websites and other career websites to assist with career and pathway exploration such as [www.myfuture.edu.au](http://www.myfuture.edu.au), [www.joboutlook.gov.au](http://www.joboutlook.gov.au), [www.aapathways.com.au](http://www.aapathways.com.au), [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au), <http://www.vtac.edu.au>

|  |   |
|--|---|
| <p><b>Extended Investigation</b></p> <p>Units 3 – 4</p>          | <p>The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program.</p>  |
| <p><b>Unit 3</b></p> <p>Designing an extended investigation</p>  | <p>In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.</p> <p>Students will develop and utilise critical thinking skills and one quarter of the marks for this unit are from a critical thinking test.</p> <p>Outcomes</p> <ol style="list-style-type: none"> <li>1. the student should be able to design and justify a research question</li> <li>2. unit the student should be able to write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.</li> <li>3. Students learn about techniques and methods that assist critical thinking. They complete practical exercises in the development of critical thinking skills and include them in their Extended Investigation Journal.</li> </ol>  |
| <p><b>Unit 4</b></p> <p>Presenting an extended investigation</p> | <p>This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience</p> <p>Write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.</p> <p>The extent to which the written research plan demonstrates the following:</p> <ol style="list-style-type: none"> <li>1. Analysis and evaluation of ideas, information and arguments in the selected area of investigation</li> <li>2. Methods of collecting, organising and analysing evidence and/or data</li> <li>3. Application of research project management knowledge and skills</li> </ol> <p>The extent to which the oral report demonstrates the following:</p> <ol style="list-style-type: none"> <li>1. Exposition of the research question and explanation of its significance</li> <li>2. Explanation and justification of research method/s</li> <li>3. Responses to questions and/or challenges</li> </ol> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. On completion of this unit the student should be able to complete a written report for an educated non-specialist audience that presents and evaluates the results of the extended investigation.</li> <li>2. On completion of this unit the student should be able to explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.</li> </ol> |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b></p> <p><a href="https://www.vcaa.vic.edu.au/Documents/vce/extendedinvestigation/Extended_Investigation_SD_2019.pdf">https://www.vcaa.vic.edu.au/Documents/vce/extendedinvestigation/Extended_Investigation_SD_2019.pdf</a></p>   |
|  | <p><a href="#">Back to Science</a></p> <p><a href="#">Back to Table of Contents</a></p>   |

## Art, Design & Technology Learning Area

|  |   |
|--|---|
| <p><b>Applied Computing</b><br/>Units 1 - 4<br/><b>Art, Design &amp; Technology Learning Area</b></p>          | <p>VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs. Students also learn how to manage the threats to data, information and software security.</p> <p>This study enables students to build capabilities in critical and creative thinking and collaboration, as well as information communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.</p> <p>VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.</p> |
| <p>Units 1: Applied computing</p>  | <p>In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.</li> <li>design, develop and evaluate a software solution using a programming language.</li> </ul>   |
| <p>Unit 2: Applied computing</p>   | <p>In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.</p> <p>Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest.</p> <p>On completion of this unit the student should be able to, in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.</p> <p>They should also be able 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.</p>                               |
| <p>Units 3: Data analytics<br/><b>Please note: Unit 3 and 4 Data Analytics will not be offered in 2021</b></p> | <p>In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.</p> <p>On completion of this unit the student should be able to</p> <ul style="list-style-type: none"> <li>extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.</li> <li>propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.</li> </ul>                    |
| <p>Unit 4: Data analytics</p>  | <p>In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.</li> <li>investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx</a></p>  |
|  | <p><a href="#">Back to Computing</a><br/><a href="#">Back to Table of Contents</a></p>  |



|   |  |
|---|--|
| <p><b>Media</b><br/>Units 1 – 4<br/><b>Art, Design &amp; Technology Learning Area</b></p> | <p>VCE Media provides students with the opportunity to analyse the media in a critical way. The media is a diverse, dynamic and evolving collection of forms (such as TV, film, radio) used to communicate with people for a variety of reasons. Students consider how media texts, technologies, industry production, ideologies, regulation and control effect the ways audiences receive and engage with the media. Analysis is undertaken through both theoretical and practical components. Students analyse, design, and produce media products both individually and collaboratively. VCE Media helps students develop and refine their analytical, critical and creative thinking and expressive skills.</p> <p><b>This subject has a fee of \$100 per year to cover materials and equipment used by the students.</b></p>   |
| <p>Unit 1<br/>Media forms, representations and Australian stories</p>                     | <p>In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students also consider the impact of media creators and institutions on production, including Australia fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>Media representations</li> <li>Media forms in production</li> <li>Australian stories</li> </ul>   |
| <p>Unit 2<br/>Narrative across media forms</p>  | <p>In this unit students develop their understanding of the production stages and roles within a collaborative media production. Students analyse the intentions of media creators and the influences of narratives on the audience in different media forms, and then apply the media production process to create and develop narratives. Students also analyse the influence of developments in media technologies on individuals and society, examining the relationship between traditional and new media forms, and technologies on the design, production and distribution of narratives in the media.</p> <p>Areas of Study:</p> <ul style="list-style-type: none"> <li>Narrative, style and genre</li> <li>Narratives in production</li> <li>Media and change</li> </ul>  |
| <p>Unit 3<br/>Media narratives and pre-production</p>                                     | <p>In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the pre-production stage of the media production process to design and document the production of a media product for a specified audience. This forms part of their School Assessed Task (SAT). In addition, students explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress in order to best prepare them for their main media production as part of the SAT in Unit 4.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>Narrative and ideology</li> <li>Media production development</li> <li>Media production design</li> </ul> |
| <p>Unit 4<br/>Media production and issues in the media</p>                                | <p>In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to fruition. This work, across the two units, forms the School Assessed Task (SAT). Students also analyse the issues and challenges relating to regulation and control of the media and examine the influence of governments and institutions on how media content is created for and by audiences.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>Media production</li> <li>Agency and control in and of the media</li> </ul>  |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design:</b><br/> <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx</a></p>   |
|   | <p><a href="#">Back to Arts</a>   <a href="#">Back to Table of Contents</a></p>  |

|  |   |
|--|---|
| <p><b>Product Design &amp; Technology</b><br/>Units 1 – 4<br/>Art, Design &amp; Technology Learning Area</p> | <p>This study is designed to enable students to develop an understanding of design and product development. They become familiar with the design process, acquire knowledge of materials (Wood or Textiles), and develop an understanding of production techniques and processes, and an awareness of the factors affecting design and production.</p> <p><b>This subject has a fee to cover general materials and equipment used by the students. Students will also be required to purchase materials needed for their individual products.</b></p> <ul style="list-style-type: none"> <li>• Textiles - \$140 per year</li> <li>• Wood - \$140 per year</li> </ul>  |
| <p>Unit 1<br/>Sustainable Product Redevelopment</p>  | <p>This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students investigate and consider how a product could be sustainably redeveloped. They create a folio of design research and development, make a product and evaluate the product against criteria.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Sustainable Redevelopment of a Product</li> <li>• Producing and evaluating a re-developed product</li> </ul>   |
| <p>Unit 2<br/>Collaborative design</p>   | <p>In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.</p> <p>Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Designing within a team</li> <li>• Producing and evaluating within a team</li> </ul> |
|  | <p><b>In Units 3 and 4, students initiate and undertake a substantial and demanding major design and production task. This may be a single product or a product range.</b></p>  |
| <p>Unit 3<br/>Applying the Product design process</p>  | <p>In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Designing for end-user/s</li> <li>• Product development in industry</li> <li>• Designing for others</li> </ul>  |
| <p>Unit 4<br/>Product development and evaluation</p>   | <p>In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Product analysis and comparison</li> <li>• Product manufacture</li> <li>• Product evaluation</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design:</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx</a></p>   |
|  | <p><a href="#">Back to Arts</a><br/><a href="#">Back to Table of Contents</a></p>   |



|   |   |
|---|---|
| <p><b>Studio Arts</b><br/>Units 1 - 4<br/><b>Art, Design &amp; Technology Learning Area</b></p> | <p>Studio Arts involves both art making and studying the work of other artists. Students generate, explore and communicate ideas in different art forms and develop specialised skills in a range of media and techniques. Students keep a written and visual presentation of their art practise in their sketchbook, as well as create finished artworks. There are also written exams. Studio Arts extends and develops the skills students have gained in art and design subjects in the junior years.</p> <p><b>This subject has a fee of \$140 per year to cover materials and equipment used by the students. Students will also be required to purchase materials needed for their individual art works.</b></p>   |
| <p>Unit 1<br/>Studio Inspiration and Techniques</p>   | <p>The focus of this Unit is the investigation of sources of inspiration and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experience into visual forms and artworks.</p> <p><b>Assessment:</b></p> <p>Students create a folio of exploratory works, including at least one finished artwork, using a variety of materials and techniques. Written work discussing artists' inspiration and use of materials and techniques.</p>   |
| <p>Unit 2<br/>Studio Exploration and Concepts</p>   | <p>This unit focuses on developing artworks through an individual studio process based on visual research and material experimentation. Students also develop skills in the visual analysis of art works.</p> <p><b>Assessment:</b></p> <p>Students explore ideas, materials and sources of inspiration to produce art works. They complete theory work discussing the ways a variety of art works use art elements and principles, signs, symbols and images to communicate ideas and develop style, as well as legal and ethical issues raised when artists appropriate the work of others.</p>   |
| <p>Unit 3<br/>Studio Practices and Processes</p>  | <p><b>Outcomes 1 &amp; 2 – Exploration proposal and studio process:</b></p> <p>This area of study focuses on the use of a visual diary to document the explorations of their subject matter, materials, techniques and aesthetic qualities. Students produce a range of directions for potential artworks. Students begin by writing an exploration proposal outlining an area of artistic investigation.</p> <p><b>Outcome 3 - Artist practices and styles:</b></p> <p>In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.</p> <p><b>Assessment:</b></p> <p>The level of achievement for Unit 3 is determined by school-based assessment of the exploration proposal and studio process, school assessed coursework and an end of year examination. The end of year examination will be based on Outcome 3 in Units 3 and 4. These questions are set by an examination panel.</p> |
| <p>Unit 4<br/>Studio Practice and Art Industry Contexts</p>                                     | <p><b>Outcomes 1 &amp; 2 – Production and presentation of artworks, and Evaluation.</b></p> <p>In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. After they have created the artworks students produce a reflection and evaluation document.</p> <p><b>Outcome 3 - Art industry contexts.</b></p> <p>This unit focuses on the methods, considerations and intentions associated with the exhibition of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study.</p> <p><b>Assessment:</b></p> <p>The student's level of achievement for Unit 4 is determined by a school-based assessment of the finished artworks and evaluation of studio processes and school assessed coursework. There is also an end of year examination (written) set by the VCAA.</p>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx</a></p>  |
|   | <p><a href="#">Back to Arts</a><br/><a href="#">Back to Table of Contents</a></p>   |

|   |  |
|---|--|
| <p><b>Visual Communication Design</b><br/>Units 1 – 4<br/><b>Art, Design &amp; Technology Learning Area</b></p> | <p>Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication (graphic), environmental (architectural), and industrial design. Visual communication relies on drawing as the primary component of visual language to support the concept development and visualisation of design ideas. Students employ a design process to generate and develop visual communications. They explore manual and digital methods to develop and refine presentations. The study also requires students to investigate the work and practices of Australian and international designers.</p> <p><b>This subject has a fee of \$140 per year to cover materials and equipment used by the students. Students will also be required to purchase materials needed for their individual products.</b></p>   |
| <p>Unit 1<br/>Introduction to visual communication design</p>   | <p>This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students investigate design elements and principles, history, styles and influences.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Drawing as a means of communication.</li> <li>• Design elements and design principles.</li> <li>• Visual communications in context</li> </ul>  |
| <p>Unit 2<br/>Applications of visual communication within design fields</p>                                     | <p>This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in the communication, environmental and industrial design fields. Students use technical drawing conventions to communicate information and ideas associated with the environmental or industrial design fields of design. They investigate how typography and imagery are used in visual communication design. In response to a design brief, they apply the design process to research, generate ideas and develop concepts, to create visual communications.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Technical drawing in context.</li> <li>• Type and imagery in context.</li> <li>• Applying the design process.</li> </ul>   |
| <p>Unit 3<br/>Visual communication design practices</p>   | <p>In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. This is through practical analysis of examples from the communication, environmental and industrial design fields. They investigate and experiment with the use of manual and digital methods. Students use their research and analysis of designers to support the development of their own work. Students develop a design brief. They use observational and visualisation drawings to generate a wide range of design ideas. The brief and investigation work underpin the development and refinement work in unit 4.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Analysis and practise in context.</li> <li>• Design industry practice.</li> <li>• Developing a brief and generating ideas.</li> </ul> |
| <p>Unit 4<br/>Visual communication design development, evaluation and presentation</p>                          | <p>The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students continue the design process by developing and refining concepts for each need stated in the brief. They use a range of manual and digital two and three dimensional methods, media, and materials. They provide evidence of ongoing reflection and evaluation of design solutions against the brief. Students refine and present two visual communications within the parameters of the brief.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Development, refinement and evaluation</li> <li>• Final presentations</li> </ul>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx</a></p>   |
|   | <p style="text-align: right;"><a href="#">Back to Arts</a><br/><a href="#">Back to Table of Contents</a></p>   |

## English Learning Area

|  |  |
|--|--|
| <p><b>English</b><br/>Units 1 – 4<br/><b>English Learning Area</b></p> | <p>The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.</p>   |
| <p>Unit 1</p>  | <p>In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. The areas of study are:</p> <p><b>Reading and creating texts</b> - In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events and explore themes. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.</p> <p><b>Analysing and presenting argument</b> - In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.</p> <p><b>Assessment</b> – Creative Response + Written Explanation, Text Response Essay, Persuasive Oral Presentation, Language Analysis essay.</p>  |
| <p>Unit 2</p>  | <p>In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. The areas of study are:</p> <p><b>Reading and comparing texts</b> - In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.</p> <p><b>Analysing and presenting argument</b> - In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.</p> <p><b>Assessment</b> - Comparative Response essay, Language Analysis essay, Response to advertising brief + Written explanation.</p> |
| <p>Unit 3</p>  | <p>In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. The areas of study are:</p> <p><b>Reading and creating texts</b> In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.</p> <p><b>Analysing argument</b> In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.</p> <p><b>Assessment</b> - Creative Response + Written Explanation, Text Response Essay, Language Analysis essay.</p>  |
| <p>Unit 4</p>  | <p>In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. The areas of study are:</p> <p><b>Reading and comparing texts</b> In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.</p> <p><b>Presenting argument</b> In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.</p> <p><b>Assessment</b> – Comparative Response, Persuasive Oral Presentation.</p>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx</a></p>   |
|  | <p><a href="#">Back to English</a><br/><a href="#">Back to Table of Contents</a></p>   |

|   |   |
|---|---|
| <p><b>EAL -<br/>English as<br/>an<br/>Additional<br/>Language</b><br/>Units 1 – 4<br/>EAL Learning Area</p> | <p>Students qualify for EAL/English, if they have been in Australia less than 7 years and did not attend an English speaking school in their country of origin. The course is similar to the English course. The main difference is that the student will be assessed as an EAL student by teachers experienced in EAL. The study aims to extend the students' ability to communicate in English by developing skills in reading, writing, speaking, listening and thinking. The course also aims to develop understanding of the conventions of the different forms of written and spoken English.</p> <p>Students are only eligible to sit the final external examination in EAL if they have been in Australia for fewer than seven years, by the time they reach Year 12. Furthermore, they must not have been taught in English as their main language of instruction, for more than seven years.</p>  |
| <p>Unit 1</p>   | <p><b>Area of Study 1: Reading and creating texts</b><br/>In this area of study students explore how meaning is created in a text. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work. They practise the skills of revision, editing and refining for accuracy and stylistic effect.</p> <p><b>Area of Study 2: Analysing and presenting argument</b><br/>In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these.</p>  |
| <p>Unit 2</p>   | <p><b>Area of Study 1: Reading and comparing texts</b><br/>In this area of study students explore how comparing texts can provide deeper understanding of ideas, issues and themes. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.</p> <p><b>Area of Study 2: Analysing and presenting argument</b><br/>In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence.</p>  |
| <p>Unit 3</p>   | <p><b>Areas of Study 1: Reading and Creating</b><br/>In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.</p> <p><b>Area of Study 2: Analysing argument</b><br/>In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.</p> <p><b>Area of Study 3: Listening to texts</b><br/>In this area of study students develop and refine their listening skills. Students demonstrate their understanding through spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short-answer questions</p> |
| <p>Unit 4</p>   | <p><b>Areas of Study 1: Reading and Comparing</b><br/>In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.</p> <p><b>Area of Study 2: Presenting argument</b><br/>In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal.</p>  |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx</a><br/><b><a href="#">Back to English</a>   <a href="#">Back to Table of Contents</a></b></p>   |

|   |  |
|---|--|
| <p><b>English Language</b><br/>Units 1 – 4<br/>English Learning Area</p>                        | <p>The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.</p> <p>In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education.</p>  |
| <p>Unit 1</p>   | <p>In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.</p> <p>The areas of study are:</p> <p><b>Area of study 1: The nature and functions of language</b> - In this area of study students explore the nature of language and the various functions language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between modes of spoken and written language, and the relationship between meaning and the rules that govern language use.</p> <p><b>Area of study 2: Language acquisition.</b> - This area of study focuses on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.</p> |
| <p>Unit 2</p>   | <p>In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English.</p> <p>The areas of study are:</p> <p><b>Area of study 1: English across time</b> - This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages.</p> <p><b>Area of study 2: Englishes in contact</b> - In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact. Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular-culture texts.</p>   |
| <p>Unit 3<br/><b>Please note: Unit 3 and 4 English Language will not be offered in 2021</b></p> | <p>In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.</p> <p>The areas of study are:</p> <p><b>Area of study 1: Informal language</b> - In this area of study students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.</p> <ul style="list-style-type: none"> <li>• <b>Area of study 2: Formal language</b> - In this area of study students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.</li> </ul>   |
| <p>Unit 4<br/><b>Please note: Unit 3 and 4 English Language will not be offered in 2021</b></p> | <p>In this unit students focus on the role of language in establishing and challenging different identities. Students examine a range of texts to explore the ways different identities are constructed.</p> <p>The areas of study are:</p> <p><b>Area of study 1: Language variation in Australian society</b> - This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity.</p> <ul style="list-style-type: none"> <li>• <b>Area of study 2: Individual and group identities</b> - In this area of study students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education.</li> </ul>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/literatureindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/literatureindex.aspx</a></p>   |



|  |  |
|--|--|
| <p><b>Literature</b><br/>Units 1 – 4<br/>English Learning Area</p> | <p>The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.</p> <p>The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form.</p> <p>The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.</p>                   |
| <p>Unit 1:<br/>Approaches to Literature</p>                        | <p>In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.</p> <p>Area of study 1: Reading practices<br/>Area of study 2: Ideas and concerns in texts</p>   |
| <p>Unit 2:<br/>Context and connections</p>                         | <p>In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.</p> <p>Area of study 1: The text, the reader and their contexts<br/>Area of study 2: Exploring connections between texts</p> |
| <p>Unit 3<br/>Form and Transformation</p>                          | <p>In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.</p> <p>Areas of Study:</p> <ul style="list-style-type: none"> <li>• Adaptations and transformations</li> <li>• Creative Responses to Texts</li> </ul>  |
| <p>Unit 4<br/>Interpreting Texts</p>                               | <p>In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Literary Perspectives</li> <li>• Close analysis</li> </ul>  |
|  | <p>For further information about this subject, click the following link to go to the VCE Study Design<br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx</a></p>  |
|  | <p><a href="#">Back to English</a><br/><a href="#">Back to Table of Contents</a></p>   |

## Humanities Learning Area

|  |  |
|--|--|
| <p><b>Accounting</b><br/>Units 1 – 4<br/><b>Humanities Learning Area</b></p>   | <p>Accounting is an information system, providing financial and other information for making and evaluating decisions about the allocation and management of resources. Accounting information is used to evaluate business performance and to report on the operation of a business from both an internal and external perspective. All units focus on accounting and finance for a sole-proprietor small business. It is expected that students will use ICT in all units.</p> <p>VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Unit 2, 3, 4 then focus on a single activity trading business where students build on and extend their accounting skills. Many students who study VCE Accounting will go on further studies and careers in business and finance.</p> <p>Entry - There are no prerequisites for Units 1, 2 and 3. However, it is highly recommended to complete Units 1 and 2 before attempting Units 3 and 4. Students must undertake Unit 3 prior to Unit 4. .</p> |
| <p>Unit 1<br/>Establishing and operating a service business</p>  | <p>This unit focuses on the establishment of a small business and the accounting financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.</p> <p>Outcome 1 - On completion of this unit the student should be able to describe the resources required, and explain and discuss the knowledge and skill necessary, to set up a small business.</p> <p>Outcome 2 - On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.</p>  |
| <p>Unit 2<br/>Accounting for a trading business</p>  | <p>This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.</p> <p>Outcome 1 - On completion of this unit the student should be able to record and report accounting information for a sole trader.</p> <p>Outcome 2 - On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using an accounting software package, and discuss the use of ICT.</p> <p>Outcome 3 - On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.</p>                                 |
| <p>Unit 3<br/>Recording and reporting for a trading business<br/><b>Please note: Unit 3 and 4 Accounting will not be offered in 2021</b></p> | <p>Unit 3 focuses on accounting and financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.</p> <p>Outcome 1 - On completion of this unit the student should be able to record and report financial information using the double entry accrual-based system for a single-activity sole-proprietor trading business, using manual and information and communications technology methods.</p> <p>Outcome 2 - On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.</p>   |
| <p>Unit 4<br/>Control and analysis of business performance</p>   | <p>Unit 4 is an extension of the recording/ reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. It is based on the double entry accounting system and the accrual method of reporting for single activity trading business using the perpetual inventory recording system.</p> <p>Outcome 1 - On completion of this unit the student should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.</p> <p>Outcome 2 - On completion of this unit the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.</p>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx</a></p>   |
|  | <p><a href="#">Back to Humanities</a> <a href="#">Back to Table of Contents</a></p>  |

|  |  |
|--|--|
| <p><b>Business Management</b><br/>Units 1 – 4<br/>Humanities Learning Area</p> | <p>The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management. <b>Entry</b> – There are no prerequisites for entry to Unit 1 and 2</p>  |
| <p>Unit 1<br/>Planning a Business</p>  | <p>Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.<br/>Outcomes - On completion of this the student should be able to:</p> <ul style="list-style-type: none"> <li>describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.</li> <li>describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.</li> <li>describe the internal business environment and analyse how factors from within it may affect business planning.</li> </ul>  |
| <p>Unit 2<br/>Establishing a Business</p>                                      | <p>This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.<br/>Outcomes - On completion of this the student should be able to:</p> <ul style="list-style-type: none"> <li>explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.</li> <li>explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.</li> <li>discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.</li> </ul> |
| <p>Unit 3<br/>Managing a Business</p>  | <p>In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.<br/>Outcomes - On completion of this the student should be able to:</p> <ul style="list-style-type: none"> <li>discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.</li> <li>explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.</li> <li>analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.</li> </ul>   |
| <p>Unit 4<br/>Transforming a Business</p>                                      | <p>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 consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.<br/>Outcomes - On completion of this the student should be able to:</p> <ul style="list-style-type: none"> <li>explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.</li> <li>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.</li> </ul>   |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx</a></p>   |
|  | <p><a href="#">Back to Humanities</a><br/><a href="#">Back to Table of Contents</a></p>  |



|  |  |
|--|--|
| <p><b>Legal Studies</b><br/>Units 1 – 4<br/>Humanities Learning Area</p> | <p>VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).</p> <p><b>Entry:</b> There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</p>  |
| <p>Unit 1<br/>Guilty &amp; Liability</p>                                 | <p>In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the main sources and types of law</li> <li>• Assess the effectiveness of laws</li> <li>• Explain the purposes and key concepts of criminal law and civil law</li> <li>• Use legal reasoning to argue the criminal culpability of an accused and the liability of a party in a civil law based on actual and/or hypothetical scenarios</li> </ul>   |
| <p>Unit 2<br/>Sanctions &amp; Remedies</p>                               | <p>This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• Explain key concepts in the determination of a criminal and civil case</li> <li>• Discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches, as well as the resolution of civil disputes and remedies</li> <li>• Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system</li> </ul> |
| <p>Unit 3<br/>Rights &amp; Justice</p>                                   | <p>In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students also look at the Victorian courts and other legal bodies and examine the rights of the accused and victims, the role of the judge, juries, legal practitioners and the parties. Finally, students investigate the ability of sanctions and remedies to achieve their aims, and the extent to which the principles of justice are upheld in the justice system. On completion the student should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the rights of the accused and victims in the criminal justice system, discuss means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.</li> <li>• Analyse the factors to consider when initiating a civil claim, discuss the methods and institutions used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.</li> </ul>  |
| <p>Unit 4<br/>The People &amp; The Law</p>                               | <p>In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the significance of High Court cases involving the interpretation of the Australian Constitution</li> <li>• Evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making</li> <li>• Discuss the factors that affect the ability of parliament and courts to make law</li> <li>• Evaluate the ability of these law-makers to respond to the need for law reform</li> <li>• Analyse how individuals, the media and law reform bodies can influence a change in the law.</li> </ul>   |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx</a></p>   |

|   |   |
|---|---|
| <p><b>Geography</b><br/>Units 1 – 4<br/><b>Humanities Learning Area</b></p> | <p>VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies.</p>  |
| <p>Unit 1<br/>Hazards and disasters</p>                                     | <p>In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.</p> <p>Areas of study</p> <ul style="list-style-type: none"> <li>• Characteristics of hazards</li> <li>• Response to hazards and disasters</li> </ul>   |
| <p>Unit 2<br/>Tourism</p>   | <p>In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.</p> <p>Area of Study</p> <ul style="list-style-type: none"> <li>• Characteristics of tourism</li> <li>• Impact of tourism</li> </ul> |
| <p>Unit 3<br/>Changing the Land</p>   | <p>This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.</p> <p>Area of Study</p> <ul style="list-style-type: none"> <li>• Land use change</li> <li>• Land cover change</li> </ul>   |
| <p>Unit 4<br/>Human Population – trends &amp; issues</p>                    | <p>In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.</p> <p>Area of Study</p> <ul style="list-style-type: none"> <li>• Population dynamics</li> <li>• Population issues and challenges</li> </ul>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx</a></p>  |
|   | <p><a href="#">Back to Humanities</a><br/><a href="#">Back to Table of Contents</a></p>   |

|  |   |
|--|---|
| <b>History</b><br>Units 1 – 4<br><b>Humanities Learning Area</b> | History involves exploring the past through historical events and people. Student analyse and interrogate cause and consequence, and change and continuity. Student evaluate the significance of historical events through primary and secondary sources, and create historical arguments to present a point of view. Assessment over the four units includes inquiry tasks, essays, and the analysis of primary sources and historical interpretations.  |
| Unit 1<br>Twentieth Century History (1918-1939)                  | Students explore the nature of political, social and cultural change in the period between the world wars. This will include: <ul style="list-style-type: none"> <li>• The changes brought about by the treaties post-World War 1;</li> <li>• The development and implementation of different political ideologies in Europe, including fascism and Nazism;</li> <li>• Significant social, cultural and economic changes in Europe in the 1920s and 1930s;</li> <li>• Causes of World War 2.</li> </ul>   |
| Unit 2<br>Twentieth Century History (since 1945)                 | Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This will include: <ul style="list-style-type: none"> <li>• Exploring the causes and consequences of the Cold War;</li> <li>• Experiences of the anti-Vietnam War movement in Australia;</li> <li>• Exploring the causes and consequences of decolonisation in various parts of the world.</li> </ul>  |
| Unit 3<br>The French Revolution                                  | The French Revolution in many ways set the foundations for pluralist western society. In seeking to reform their own lives, the French identified and attempted to deal with many issues confronting people today: the rights of the individual, access to education, religious freedom and social responsibility. Students investigate the ideas, leaders and events that formed the basis of the revolution, and the issues facing those who attempted to create a new society.<br>On completion of this the student should be able to: <ul style="list-style-type: none"> <li>• Evaluate the origins of the revolution;</li> <li>• Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.</li> </ul> |
| Unit 4<br>The Russian Revolution                                 | In studying the Russian Revolution we will examine the crises in the old regime and the creation of a new society. This study will include the examination of revolutionary ideas, movements and leaders that were the basis of the revolution, and the issues present in the creation of a new society after the Bolshevik take over the country. A significant part of the unit will be the examination of how competing interests presented different views of the revolution.<br>On completion of this the student should be able to: <ul style="list-style-type: none"> <li>• Evaluate the origins of the revolution;</li> <li>• Analyse challenges faced by the emerging new order and evaluate the nature of the society created by the revolution.</li> </ul>         |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx</a></p>   |
|  | <p style="text-align: right;"><a href="#">Back to Humanities</a><br/> <a href="#">Back to Table of Contents</a></p>   |

|   |  |
|---|--|
| <p><b>Australian &amp; Global Politics</b><br/>Units 1 -2<br/>Humanities Learning Area</p>                | <p>VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.</p> <p>VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.</p> <p>This course will appeal to students who have an interest in politics and global events and wish to broaden their understanding of current events and international relations.</p>   |
| <p>Unit 1<br/>Ideas, Actors and Power</p>   | <p>In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.</p> <p>For Outcome 1, students should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system. For Outcome 2, students should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.</p>      |
| <p>Unit 2<br/>Global Connections</p>  | <p>This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.</p> <p>For Outcome 1, students should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community. For Outcome 2, students should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.</p> |
| <p>Unit 3<br/>Global Actors<br/><b>Please note: Unit 3 and 4 Politics will not be offered in 2021</b></p> | <p>In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.</p> <p>For Outcome 1, students should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty. For Outcome 2, students should be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.</p>   |
| <p>Unit 4<br/>Global Challenges</p>   | <p>In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.</p> <p>For Outcome 1, students should be able to analyse the debates relating to two global ethical issues, and evaluate the effectiveness of global actors' responses to these issues. For Outcome 2, students should be able to analyse two contemporary global crises and evaluate the effectiveness of global actors' responses to these.</p>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ausglobalpolitics/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ausglobalpolitics/Pages/Index.aspx</a></p>   |
|   | <p><a href="#">Back to Humanities</a><br/><a href="#">Back to Table of Contents</a></p>  |

## Health & Physical Education Learning Area

|   |   |
|---|---|
| <p><b>Food Studies</b><br/>Units 1 – 4<br/><b>HPE Learning Area</b></p> | <p>Food Studies is designed to build the capacities of students to make informed food choices. Students investigate the origins and roles of food across the world. They investigate food systems in contemporary Australia, along with the many roles and everyday influences of food. Students also examine debates about global and Australian food systems, focusing on issues about the environment, ethics, technology, food security and food wastage. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.</p> <p><b>This subject has a fee of \$250 per year for Unit 1&amp;2, and \$200 per year for Unit 3&amp;4. This covers ingredients, materials and equipment used by the students.</b></p>  |
| <p>Unit 1<br/>Food Origins</p>  | <p>This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food</p> <p>Students then focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.</p> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Food around the world</li> <li>• Food in Australia</li> </ul> |
| <p>Unit 2<br/>Food Makers</p>   | <p>In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.</p> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Food industries</li> <li>• Food in the home</li> </ul>   |
| <p>Unit 3<br/>Food in daily life</p>                                    | <p>This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• The science of food</li> <li>• Food choice, health and wellbeing</li> </ul>  |
| <p>Unit 4<br/>Food issues, challenges and futures</p>                   | <p>In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Environment and ethics</li> <li>• Navigating food information</li> </ul>  |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf">http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf</a></p>  |
|   | <p><a href="#">Back to Arts</a><br/><a href="#">Back to Table of Contents</a></p>   |



|  |  |
|--|--|
| <p><b>Health &amp; Human Development</b><br/>Units 1 – 4<br/>HPE Learning Area</p> | <p>Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice.</p>  |
| <p>Unit 1<br/>Understanding Health and Wellbeing</p>                               | <p>This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Health perspectives and influences</li> <li>• Health and nutrition</li> </ul>   |
| <p>Unit 2<br/>Individual Human Development &amp; Health Issues</p>                 | <p>This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Developmental transitions</li> <li>• Health care in Australia</li> </ul> |
| <p>Unit 3<br/>Australia's Health in a Globalized World</p>                         | <p>This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO).</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Understanding health and wellbeing</li> <li>• Promoting health and wellbeing</li> </ul>  |
| <p>Unit 4<br/>Health and Human Development in a Global Context</p>                 | <p>This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Health and wellbeing in a global context</li> <li>• Health and the Sustainable Development Goals</li> </ul>   |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx</a></p>   |
|  | <p><a href="#">Back to Health &amp; Physical Education Learning Area</a><br/><a href="#">Back to Table of Contents</a></p>   |

|   |  |
|---|--|
| <h2>Outdoor &amp; Environmental Studies</h2> <p>Units 1 – 4<br/>HPE Learning Area</p> | <p>Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. Students build a deeper understanding of human nature relationships by combining hands on practical experiences with theoretical knowledge and academic rigour.</p> <p><b>This subject is Early Start priority. Students completing unit 1-2 in Year 10 and Unit 3-4 in Year 11 will be given priority for placement in the class.</b></p> <p><b>Outdoor and Environmental Studies has a fee to cover the cost of equipment and materials hired from the school. Camps and excursions still require further payment, an estimated total cost of this subject is approximately \$750.</b></p> |
| <p>Unit 1<br/>Exploring Outdoor Experiences</p>                                       | <p>Unit 1 examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and their personal responses to, and experiences of, outdoor environments. Students are provided the opportunity to explore many ways in which nature is understood and perceived.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Motivations for outdoor experiences</li> <li>• Influences on outdoor experiences</li> </ul>  |
| <p>Unit 2<br/>Discovering Outdoor Environments</p>                                    | <p>Unit 2 focuses on characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Investigating outdoor environments</li> <li>• Impacts on outdoor environments</li> </ul>   |
| <p>Unit 3<br/>Relationships with Outdoor Environments</p>                             | <p>The focus of Unit 3 is the ecological, historical and social contexts of relationships between humans and natural environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor and environments in Australia. Students consider a number of factors that influence relationships with outdoor environments.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Historical relationships with outdoor environments</li> <li>• Relationships with Australian environments since 1990</li> </ul>  |
| <p>Unit 4<br/>Sustainable Outdoor Relationships</p>                                   | <p>In Unit 4, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the world's future needs.</p> <p>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.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• Healthy outdoor environments</li> <li>• Sustainable outdoor environments</li> </ul>  |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx</a></p>  |
|   | <p><a href="#">Back to Health &amp; Physical Education Learning Area</a><br/> <a href="#">Back to Table of Contents</a></p>  |

|  |   |
|--|---|
| <p><b>Physical Education</b><br/>Units 1 - 4<br/>HPE Learning Area</p> | <p>Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.</p>   |
| <p>Unit 1<br/>The Human Body in Motion</p>                             | <p>In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• How does the musculoskeletal system work to produce movement?</li> <li>• How does the cardiorespiratory system function at rest and during physical activity?</li> </ul> |
| <p>Unit 2<br/>Physical Activity Sport &amp; Society</p>                | <p>Unit 2 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• What are the relationships between physical activity, sport, health and society?</li> <li>• What are the contemporary issues associated with physical activity and sport?</li> </ul>   |
| <p>Unit 3<br/>Movement Skills and Energy for Physical Activity</p>     | <p>Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• How are movement skills improved?</li> <li>• How does the body produce energy?</li> </ul>   |
| <p>Unit 4<br/>Training to Improve Performance.</p>                     | <p>In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.</p> <p><u>Areas of study:</u></p> <ul style="list-style-type: none"> <li>• What are the foundations of an effective training program?</li> <li>• How is training implemented effectively to improve fitness?</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf">http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf</a> (New for 2017)</p>   |
|  | <p><a href="#">Back to Health &amp; Physical Education Learning Area</a><br/><a href="#">Back to Table of Contents</a></p>  |



## Languages Learning Area

|   |  |
|---|--|
| <p><b>Chinese</b><br/>Units 1 – 4</p> <p><b>Italian</b><br/>Units 1 – 4</p> <p><b>Languages Learning Area</b></p> | <p>The VCE language course is designed to encourage active usage of the language (Italian &amp;/or Chinese), both written and spoken. The units are arranged in themes and topics of interest and use to students of all backgrounds. Some themes may focus on language usage in areas such as commerce and community services, whereas others may concentrate on exploring social and cultural issues of interest to students and teachers.</p> <p>Students may have a variety of reasons for studying Italian or Chinese. Apart from those studying the language of their background and for future overseas travel, there is an increasing number who see a clear link between the language and possible future career prospects. The theme topics are developed with these reasons in mind.</p>  |
| <p>Units 1 &amp; 2</p>  | <p>The areas of study for Languages comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. There are three prescribed themes: the individual, the 'target language speaking communities', community and the world around us.</p> <p>There are three outcomes in Unit 1 and three in Unit 2, each unit comprising of 3 tasks to be completed for those outcomes.</p> <p>The outcomes comprise of oral and written components and some of the following discourse forms: article, review, letter, journal entry, personal account, short story.</p>  |
| <p>Units 3 &amp; 4</p>  | <p>The areas of study for Languages comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. There are three prescribed themes: the individual, the 'target language speaking communities', community and the changing world.</p> <p>There are three outcomes in Unit 3 and two for Unit 4. In addition to these outcomes there is an Oral Examination (approximately 15 minutes) and a Written Examination (2 hours plus 15 minutes reading time), both external examinations are at the end of the year.</p> <p>School Assessed Coursework for Units 3 and 4 contributes 50% (25% for each unit) to the final assessment.</p> <p>The Oral Examination contributes 12.5% to the final assessment.</p> <p>The Written Examination contributes 37.5% to the final assessment.</p> |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b></p> <p><b>Italian</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/italian/italianindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/italian/italianindex.aspx</a></p> <p><b>Chinese First Language</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese1st/chin1stindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese1st/chin1stindex.aspx</a></p> <p><b>Chinese Second Language and Chinese Second Language advanced</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx</a></p> <p><b><a href="#">Back to table of Contents</a></b></p>   |

## Mathematics Learning Area

### Pathways

The diagram above shows the most common choices and pathways. See your Mathematics teacher or Careers teacher for further advice about alternative pathways.

It is possible for students to enhance tertiary selection by taking particular mathematical studies. Check with your Careers teacher for more information.

Exam 1 for Mathematical Methods (Units 3 & 4) and Specialist Mathematics (Units 3 & 4) is technology-free (no calculators). Exam 2 assumes access to and knowledge of appropriate technology.

In all units of mathematics, students will engage in mathematical activities that enable students to:

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations
- Use technology as an effective support for mathematical activity

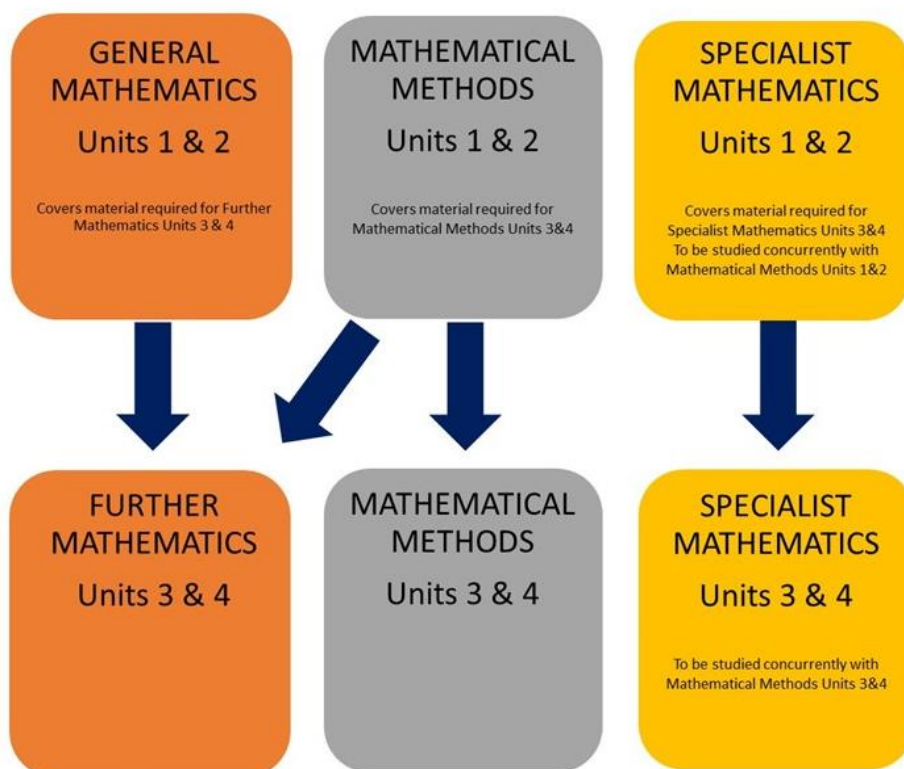
For each unit of mathematics, students are required to demonstrate achievement of outcomes. These outcomes are as follows:

- Outcome 1: Understanding and application of key concepts
- Outcome 2: Application of processes in non-routine contexts
- Outcome 3: Appropriate selection and effective use of technology.

Examples of possible courses are:

- General Mathematics (Units 1 & 2), followed by Further Mathematics (Units 3 & 4)
- General Mathematics (Units 1 & 2) and Mathematics Methods (Units 1 & 2) followed by Further Mathematics (Units 3 & 4) and Mathematics Methods (Units 3 & 4)
- Mathematics Methods (Units 1 & 2) and Specialist Mathematics (1 & 2) followed by Mathematical Methods (Units 3 & 4) and Specialist Mathematics (Units 3 & 4)
- Mathematics Methods (Units 1 & 2) followed by Mathematics Methods (Units 3 & 4) \*\*

\*\* Not a recommended pathway. Preference is that all students taking Mathematical Methods Unit 1 and 2 complete a second Mathematics subject; General Mathematics or Specialist Mathematics, to complement their studies



|   |  |
|---|--|
| <b>General Mathematics</b><br>Units 1 - 2<br><b>Mathematics Learning Area</b> | General Mathematics will provide necessary preparation for Further Mathematics.  |
| Units 1 & 2   | <p>Appropriate material will be selected from the following areas of study:</p> <ul style="list-style-type: none"> <li>• Linear Programming which covers the areas of Linear Equations and Graphing. The skills covered here include sketching graphs, modelling real situations and interpretation.</li> <li>• Data analysis and simulation which covers the use of univariate data, bivariate data and simulation for a variety of practical applications.</li> <li>• Networks and Decision Mathematics which covers definitions and applications of undirected graphs.</li> <li>• Measurement which includes the study of shape, measurement, coordinate geometry, geometry and trigonometry.</li> <li>• Matrices which includes basic matrix operations and applications of matrices to simultaneous equations.</li> </ul> |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx</a></p>  |
|   | <p><a href="#">Back to Mathematics</a><br/> <a href="#">Back to Table of Contents</a></p>  |

|   |  |
|---|--|
| <b>Further Mathematics</b><br>Units 3 - 4<br><b>Mathematics Learning Area</b> | <p>Further Mathematics consists of a compulsory core area of study as well as two application modules.</p> <p>Core study: Data analysis, Recursion and Financial Modelling</p> <p>Application modules: Matrices; Networks and Decision Mathematics</p>   |
| Units 3 & 4   | <p>The areas of study are:</p> <ul style="list-style-type: none"> <li>• Data Analysis – includes investigating data distributions for univariate data and the association between two variables, modelling linear associations and time series data for bivariate data.</li> <li>• Recursion and Financial Modelling – includes modelling financial situations using first-order recurrence relations and solving related problems involving depreciation of assets, simple and compound interest investments and loans, reducing balance loans, annuities and perpetuities.</li> <li>• Matrices – includes types of matrices and basic matrix operations, applications of matrices, solving simultaneous equations and modelling practical situations using transition matrices.</li> <li>• Networks and decision mathematics – types and properties of undirected and directed graphs and networks, allocation problems, network flow and critical path analysis.</li> </ul> |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/furthermathematics/Pages/Index.aspx</a></p>  |
|   | <p><a href="#">Back to Mathematics</a><br/> <a href="#">Back to Table of Contents</a></p>  |

|  |  |
|--|--|
| <b>Mathematical Methods</b><br>Units 1 – 4<br><b>Mathematics Learning Area</b> | <p>This course is designed as preparation for Mathematical Methods Units 3 &amp; 4.</p> <p>It is <b>essential</b> that students taking Mathematical Methods possess high level analysis and reasoning skills to confidently cope with the complex demands of this subject.</p>   |
| Units 1 & 2  | <p>The areas of study are:</p> <ul style="list-style-type: none"> <li>• Functions and Graphs – looks at a variety of graphs including linear, polynomial, exponential, and circular functions</li> <li>• Algebra – a study of many algebraic techniques related to the work on functions and graphs, including function notation and solving simultaneous equations</li> <li>• Rates of change and calculus – introduction to first principles of differentiation and anti-differentiation</li> <li>• Probability – basic concepts in probability and counting methods</li> </ul>  |
| Units 3 & 4  | <p>The areas of study follow directly from Mathematical Methods (Units 1 &amp; 2) and are as follows:</p> <ul style="list-style-type: none"> <li>• Functions and Graphs – more graphs are explored including power, exponential, circular, and polynomial functions, with a focus on transformation of functions and graphs of sum, difference, product, and composite functions</li> <li>• Algebra – review of the algebra of polynomials, use of functional relations, and inverse and composition of functions</li> <li>• Calculus – introduction of product, chain, and quotient rules for differentiation, integration techniques, and applications of calculus</li> <li>• Probability and Statistics - discrete random variables including the binomial distribution, continuous random variables including the normal distribution, and statistical inference and sampling</li> </ul> |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx</a></p>  |
|  | <p><a href="#">Back to Mathematics</a> <a href="#">Back to Table of Contents</a></p>   |

|  |  |
|--|--|
| <b>Specialist Mathematics</b><br>Units 1 – 4<br><b>Mathematics Learning Area</b> | <p>Specialist Mathematics will provide necessary preparation for year 12 Specialist Mathematics (in combination with Mathematical Methods Units 1 to 4).</p>   |
| Units 1 & 2  | <p>Appropriate material will be selected from the following areas of study:</p> <ul style="list-style-type: none"> <li>• Arithmetic and Number incorporates work with integer &amp; rational number systems, real &amp; complex number systems</li> <li>• Algebra includes linear and non-linear relations and equations</li> <li>• Graphs of linear and non-linear relations includes skills of sketching, kinematics, modelling real situations and related interpretations</li> <li>• Geometry, measurement and trigonometry includes coordinate geometry, trigonometry, vectors in two and three dimensions, and statics</li> <li>• Statistics and Probability includes simulation, sampling and sampling distributions</li> </ul>   |
| Units 3 & 4  | <p>The course content highlights mathematical structure and proof. Areas of Study are:</p> <ul style="list-style-type: none"> <li>• Functions and graphs includes ellipses, hyperbolas in Cartesian and parametric forms</li> <li>• Algebra includes partial fractions, complex numbers and factorisation over the complex field</li> <li>• Calculus includes advanced calculus techniques for analytic and numeric differentiation, integration of a broad range of functions and applications in theoretical and practical situations</li> <li>• Vectors includes the arithmetic and algebra of vectors and vector calculus</li> <li>• Mechanics includes the introduction to Newtonian mechanics, for both constant and variable acceleration</li> <li>• Probability and Statistics includes statistical inference related to the definition and distribution of sample means, simulations and confidence interval</li> </ul> |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx</a></p>  |
|  | <p><a href="#">Back to Mathematics</a> <a href="#">Back to Table of Contents</a></p>   |

## Performing Arts Learning Area

|  |  |
|--|--|
| <p><b>Dance</b><br/>Units 1 – 4<br/><b>Performing Arts Learning Area</b></p> | <p>The study of Dance develops students' physical skills, personal movement vocabulary, and the application of choreographic and analytic principles. Students study dance works created by other choreographers through performance and analysis while also creating and performing their own dances. They consider influences on the expressive intention and movement vocabulary of their own dance works and others in a range of genres, styles and traditions. Influences on production in dance works are also studied.</p> <p>VCE Dance prepares students to be creative, skilled and innovative contributors to the art form as well as insightful, discerning and critical viewers. The study provides pathways to training and tertiary study in teaching, choreography dance performance and dance criticism.</p> <p>Entry<br/>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</p> |
| Unit 1   | In this unit students explore the potential of the body as an instrument of expression, experimenting with a range of expressive movement, physical dance skills, and dances from a range of cultures and contexts. Students learn to apply knowledge of the safe use and care of the body in their development of physical skills and movement categories. They develop an understanding of choreographic intent and process, and dance terminology through performance and analysis of a professional dance production.  |
| Unit 2   | This unit focuses on the Elements of Movement such as Time, Space and Energy, and developing students' own choreographic style. Students will link movement phrases to create their own dance work Through the creation of a solo, duo or group performance, students expand their knowledge of rehearsal and performance-making, expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement and the study of form. Students are also introduced to dance traditions and styles through works of modern dance, early musical theatre/film choreography, ballet choreographers and tap/jazz or street performers, as well as dance from other cultures including traditional and contemporary Aboriginal and Torres Strait Islander peoples.   |
| Unit 3   | In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. Students also analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. Students further develop their understanding of the choreographic principles through analysis of two dance works by choreographers of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries.   |
| Unit 4   | This unit focuses on students own choreography, rehearsal practice and performance skills through the realization of a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. choreography, rehearsal and performance of a unified solo dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships.   |
| Unit 3 & 4 Assessment  | <p>School assessed course work (SAC) and two end of year examinations.</p> <p>Percentage contributions to a student's marks from different disciplines:</p> <ul style="list-style-type: none"> <li>• Units 3 &amp; 4 school assessed course work 25%</li> <li>• End of year performance examination (Unit 3 solo &amp; Unit 4 solo) 50%</li> <li>• End of year written examination 25%</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx</a></p>  |
|  | <p><a href="#">Back to Performing Arts</a><br/> <a href="#">Back to Table of Contents</a></p>  |

|  |  |
|--|--|
| <p><b>Drama</b><br/>Units 1 – 4<br/><b>Performing Arts Learning Area</b></p> | <p>VCE Drama focuses on the creating and presenting original performance works through a range of different processes. We develop our expressive and performance skills to explore a range of characters and stories practically, and work to devise a range of performance pieces individually and in groups.</p> <p>At the VCE level, Drama studies focus on a range of eclectic theatrical styles and conventions, and reflect on the development of their own performances, while developing an understanding of how dramatic elements and production areas can be manipulated to affect the audience. They view and analyse professional performances, as well as the work of prominent drama practitioners.</p> <p>The study of drama provides students with pathways to further studies in fields such as acting, direction, writing, production design, production management and studies in drama criticism</p> <p>Entry</p> <p>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</p> |
| <p>Unit 1<br/>Introducing performance styles</p>                             | <p>In this unit students study and explore three or more performance styles from a range of contexts. Students will create, present and analyse a devised ensemble performance in response to stimulus, as well as learning about the playmaking process, while documenting each stage of performance creation.</p> <p>Students will watch professional theatrical productions and develop their ability to write about, analyse and evaluate them. Students also document and evaluate the stages involved in the creation, development and presentation of the ensemble performance.</p>   |
| <p>Unit 2<br/>Australian identity</p>  | <p>This unit focuses on the Australian identity and its role in contemporary drama practice. Students use Australian perspectives and stimulus material which reflects Australian values as the basis for an individual solo performance.</p> <p>Emphasis is placed on extracting the dramatic potential from stimulus and refining students' performance skills and their ability to create a relationship between the actor and audience. To do this, we create, present and analyse performances based on people, events, issues, places, artworks, text and/or icons from contemporary and historical Australian contexts.</p>   |
| <p>Unit 3<br/>Devised ensemble performance</p>                               | <p>In this unit, students work collaboratively to devise an ensemble performance utilizing the conventions of a range of drama practitioners. We explore contemporary performance styles, their legacy, and importance in creating affective theatre.</p> <p>Students will use stimulus material as the inspiration for performance which reflects one or more specific performance styles. You will develop a range of characters and use your expressive and performance skills to transform between them.</p>   |
| <p>Unit 4<br/>Non-naturalistic solo performance</p>                          | <p>This unit focuses on development and presentation of devised solo performances. Beginning with the creation of a short solo performance, you will develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work.</p> <p>In the development of a second solo performance, you will experiment with symbols and transformation techniques on stage as you devise, rehearse and perform an extended solo performance in response to a prescribed structure. The processes involved in the creation and presentation of characters in solo performance are then analysed and evaluated.</p>  |
| <p>Unit 3 &amp; 4 Assessment</p>   | <p>School assessed course work (SAC) and two end of year examinations.</p> <p>Percentage contributions to a student's marks from different disciplines:</p> <ul style="list-style-type: none"> <li>• Units 3 &amp; 4 performed school assessed course work 25%</li> <li>• Units 3 &amp; 4 written school assessed course work 15%</li> <li>• End of year Solo performance examination 35%</li> <li>• End of year written examination 25%</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/drama/dramaindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/drama/dramaindex.aspx</a></p>   |
|  | <p><a href="#">Back to Performing Arts</a> <a href="#">Back to Table of Contents</a></p>   |



|  |   |
|--|---|
| <p><b>Music Performance</b></p> <p>Units 1 – 4</p> <p><b>Performing Arts Learning Area</b></p> | <p>In VCE Music Performance students develop their ability to perform a range of music works in group and solo contexts. Students can weight their learning towards either group or solo performance in popular or classical musical styles. All students will develop experience in performing music across a range of styles and diversity of character and learn relevant strategies to build their instrumental or vocal technique to support their performances. They develop skills in aural perception and comprehension, transcription, music theory and music analysis to build an understanding of the works being performed. They also explore relevant performance conventions and approaches to stylistic interpretation that can be applied to expressively shape their performances.</p> <p>Entry</p> <p>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</p> |
| <p>Unit 1</p>  | <p>This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to improve their own approaches to performing. They identify technical and expressive challenges relevant to different styles of music and works they are preparing for performance. Students will also develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.</p>   |
| <p>Unit 2</p>  | <p>In this unit, students continue to build their performance and musicianship skills. They perform group and solo music works using one or more instruments in familiar and unfamiliar venues and spaces. Students study other performers and refine strategies to optimize their own approach to performance. They identify, address and apply technical, expressive and stylistic challenges, and develop and apply listening, aural, theoretical and analytical musicianship skills.</p>  |
| <p>Unit 3</p>  | <p>This unit assists students to build and refine performance and musicianship skills. Students must pursue either group or solo performances, and begin preparation of the performance program for their end-of-year examination. As part of preparation, they perform both group and solo music works using one or more instruments in familiar and unfamiliar venues and spaces. Students study other performers and refine strategies to optimize their own approach to performance. They identify, address and apply technical, expressive and stylistic challenges; and develop and apply listening, aural, theoretical and analytical musicianship skills.</p> <p>School-assessed coursework for Unit 3 contributes 20% to the study score.</p>  |
| <p>Unit 4</p>  | <p>In this unit, students further develop and refine performance and musicianship skills. They focus on either group or solo performance and continue preparation for end-of-year performance examination. Students perform both group and solo music works using one or more instruments in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on students' own performances, they refine interpretations and optimize their approach to performance. Students continue to address challenges to strengthen listening, aural, theoretical and analytical musicianship skills.</p> <p>School-assessed coursework for Unit 4 contributes 10% to the study score. External assessment contribution to final assessment: Performance examination contributes 50% and the aural and written examination contributes 20%.</p>   |
| <p>Unit 3 &amp; 4 Assessment</p>   | <p>School assessed course work (SAC) and two end of year examinations.</p> <p>Percentage contributions to a student's marks from different disciplines:</p> <ul style="list-style-type: none"> <li>• Unit 3 school assessed coursework 20%</li> <li>• Unit 4 school assessed coursework 10%</li> <li>• End of year performance examination 50%</li> <li>• End of year aural and written examination 20%</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b></p> <p><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicindex.aspx</a></p>   |
|  | <p><a href="#">Back to Performing Arts</a></p> <p><a href="#">Back to Table of Contents</a></p>   |

|  |   |
|--|---|
| <p><b>Music Investigation</b><br/>Units 3 – 4<br/><b>Performing Arts Learning Area</b></p> | <p>In VCE Music Investigation students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or work of a particular performer or composer. Students design an Investigation Topic as the basis for study or performance techniques and conventions, interpretive possibilities and contextual issues. Through the study students develop listening, aural, theoretical, interpretive and technical musicianship skills and demonstrate findings through performance. Students develop performance, composition, arranging and improvisation skills. Student select to be assessed as a soloist or as a member of a group.</p> <p>Entry</p> <p>There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.</p> |
| <p>Unit 3</p>  | <p>In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. Students describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, arrangement, improvisation and performance. Students document their research through exercises, sketches or recorded improvisations that demonstrate an understanding of the Investigation Topic. They also rehearse and prepare a program of works that are representative and characteristic of their Investigation Topic.</p> <p>School-assessed coursework for Unit 3 contributes 30% to the study score.</p>  |
| <p>Unit 4</p>  | <p>In this unit, students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue to develop their understanding of relevant performance practices. Students listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.</p> <p>School-assessed coursework for Unit 4 contributes 20% to the study score. External assessment contribution to final assessment: Performance examination contributes 50%.</p>   |
| <p>Unit 3 &amp; 4 Assessment</p>   | <p>School assessed course work (SAC) and one end of year examination.</p> <p>Percentage contributions to a student's marks from different disciplines:</p> <ul style="list-style-type: none"> <li>• Unit 3 school assessed coursework 30%</li> <li>• Unit 4 school assessed coursework 20%</li> <li>• End of year performance examination 50%</li> </ul>  |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf</a></p>  |
|  | <p><a href="#">Back to Performing Arts</a><br/><a href="#">Back to Table of Contents</a></p>  |

## Science Learning Area

|   |   |
|---|---|
| <p><b>Biology</b><br/>Units 1 – 4</p>                                       | <p>VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. Students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth.</p> <p>VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.</p> |
| <p>Unit 1<br/>How do living things stay alive?</p>                          | <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>Investigate and explain how cellular structures and systems function to sustain life</li> <li>Explain how various adaptation enhance the survival of an individual organism,</li> <li>Investigate the relationships between organisms that form a living community and their habitat.</li> <li>Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data</li> </ul>  |
| <p>Unit 2<br/>How is continuity of life maintained?</p>                     | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Compare the advantages and disadvantages of asexual and sexual reproduction</li> <li>Explain how changes in the cell cycle have an impact on cellular or tissue system function</li> <li>Identify the role of stem cells in cell growth and cell differentiation in medical therapies</li> <li>Apply an understanding to genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of crosses, identify the implications of uses of genetic screening and decision making related to inheritance</li> <li>Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.</li> </ul>  |
| <p>Unit 3<br/>How do cells maintain life?</p>                               | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Investigate the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.</li> <li>Examine the role of different chemicals in communication between cells</li> <li>Investigate immune responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.</li> </ul>  |
| <p>Unit 4<br/>How does life change and respond to challenges over time?</p> | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.</li> <li>Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.</li> <li>Design and undertake a practical investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.</li> </ul>   |
|   | <p>For further information about this subject, click the following link to go to the VCE Study Design<br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx</a></p>   |
|   | <p><a href="#">Back to Science</a><br/><a href="#">Back to Table of Contents</a></p>  |

|  |   |
|--|---|
| <p><b>Chemistry</b><br/>Units 1 – 4<br/><b>Science Learning Area</b></p>         | <p>Students that choose to do chemistry will learn how the world works on an atomic level. The subject will be useful for students considering a career in the fields of Chemical Engineering, Medicine, Pharmacy, Physiotherapy, Dentistry, Bio science and Science. Note that the above list is only a sample of careers that use Chemistry.</p>  |
| <p>Unit 1<br/>How can the diversity of materials be explained?</p>               | <p>In unit 1 we will be building up a strong foundation of basic chemistry knowledge to prepare the students for their future studies of chemistry. The following subjects will be undertaken in the first semester.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Elements and the periodic table</li> <li>• Bonding types (Metallic, ionic, covalent)</li> <li>• Organic chemistry including polymers</li> <li>• Introduction of the Mole.</li> </ul>  |
| <p>Unit 2<br/>What makes water such a unique chemical?</p>                       | <p>Water has amazing properties and is an important factor for life on earth. We use water every day for a variety of applications. In this unit we are introduced to many scientific concepts that will help explain water's unique properties and why it is an amazing solvent.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Properties of water</li> <li>• Water as a solvent</li> <li>• Acid – base reactions in water</li> <li>• Redox reactions in water</li> <li>• Water sample analysis</li> <li>• Measurement of solubility and concentration</li> <li>• Analysis for salts, organic compounds, acids &amp; bases in water.</li> </ul>   |
| <p>Unit 3<br/>How can chemical processes be designed to optimise efficiency?</p> | <p>In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Obtaining energy from fuels</li> <li>• Fuel choices – the comparison between fossil fuels and biofuels</li> <li>• Galvanic cells as a source of energy</li> <li>• Fuel cells as a source of energy</li> <li>• Rate of chemical reactions</li> <li>• Extent of chemical reactions and to improve the outcome of products</li> <li>• Production of chemicals by electrolysis</li> <li>• Rechargeable batteries</li> </ul>   |
| <p>Unit 4<br/>How are organic compounds categorised, analysed and used?</p>      | <p>In this unit students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Understanding chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Structure and naming of organic compounds</li> <li>• Categories, properties and reactions of organic compounds</li> <li>• Analysis of organic compounds</li> <li>• Key food molecules</li> <li>• Metabolism of food in the human body</li> <li>• Energy content of food</li> </ul> |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx</a></p>  |
|  | <p><a href="#">Back to Science</a><br/><a href="#">Back to Table of Contents</a></p>  |

|   |  |
|---|--|
| <p><b>Physics</b><br/>Units 1 – 4<br/><b>Science Learning Area</b></p>            | <p>We study Physics to help us to make sense of the everyday world around us - whether we are trying to understand what causes a rainbow, the dangers of wind chill factor or the inner workings of a nuclear reactor. We develop the principles of physics by exploring real situations and completing practical investigation.</p>   |
| <p>Unit 1<br/>What ideas explain the physical world?</p>                          | <p>In this unit students will investigate the principles of thermodynamics, electrical circuits in theory and practice and properties of the nucleus of the atom.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Apply thermodynamic principles to explain changes in thermal energy including climate science 1. concepts</li> <li>• Investigate and apply a DC circuit model to household electrical systems and analyse these mathematically</li> <li>• Explain the origins of atoms, sub atomic particles and how energy is produced from atom</li> </ul>  |
| <p>Unit 2<br/>What experiments reveal about the physical world?</p>               | <p>In this unit students will study motion, forces, energy and momentum using mathematical models. There will also be a choice of a detailed study in another topic in Physics.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Investigate and analyse the motion of particles and bodies</li> <li>• Design and undertake the investigation of a physics question</li> </ul>   |
| <p>Unit 3<br/>How do fields explain motion and electricity?</p>                   | <p>In this unit students will study motion, gravity, electricity and magnetism using field theories; understand the technological and social applications of physics and develop the practical skills of scientific investigation and communication.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Examination of the similarities and differences between three fields: gravitational, electric and magnetic</li> <li>• Explanation of how electricity is produced and distributed to homes</li> <li>• Use of Newton's Laws to analyse motion</li> <li>• Comparison of Newton's and Einstein's explanations of motion</li> </ul> |
| <p>Unit 4<br/>How can two contradictory models explain both light and matter?</p> | <p>In this unit students study electric power, electronics and light and matter. They also design, perform and write a report on a practical investigation on a chosen topic in Physics.</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>• Use of wave theory to explain the behaviour of light</li> <li>• Explore the questions - Is light a wave or a particle? Can matter act as a wave?</li> <li>• Completion of a report on their practical investigation</li> </ul>   |
|   | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/><a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx</a></p>   |
|   | <p><a href="#">Back to Science</a><br/><a href="#">Back to Table of Contents</a></p>   |

|  |  |
|--|--|
| <p><b>Psychology</b><br/>Units 1 – 4<br/><b>Science Learning Area</b></p>                  | <p>VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.</p>  |
| <p><b>Unit 1</b><br/>How are behaviour and mental processes shaped?</p>                    | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.</li> <li>Explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Consider the complex nature of psychological development, including situations where psychological development may not occur as expected.</li> <li>Examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions.</li> </ul> <p>Outcomes</p> <ol style="list-style-type: none"> <li>Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and identify how brain damage can change psychological functioning.</li> <li>Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.</li> <li>Analyse scientific evidence and communicate findings of research in response to a question related to brain function and/or development.</li> </ol> |
| <p><b>Unit 2</b><br/>How do external factors influence behaviour and mental processes?</p> | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.</li> <li>Evaluate the role social cognition plays in a person's attitudes and perception of themselves and explore a variety of factors and contexts that can influence the behaviour of an individual and groups.</li> <li>Examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.</li> </ul> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.</li> <li>Identify factors that influence individuals to behave in specific ways.</li> <li>Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.</li> </ol>   |
| <p><b>Unit 3:</b><br/>How does experience affect behaviour and mental processes?</p>       | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Examine the functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.</li> <li>Explore how stress may affect a person's psychological functioning and consider the causes and management of stress.</li> <li>Investigate how mechanisms of memory and learning lead to the acquisition of knowledge, and the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.</li> </ul> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>Compare how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different way in which stress can affect nervous system functioning.</li> <li>Apply biological and psychological explanations for how new information can be learnt and the inability to remember information.</li> </ol>   |
| <p><b>Unit 4:</b><br/>How is wellbeing developed and maintained?</p>                       | <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Focus on the states of consciousness and the relationship between consciousness, thoughts, feelings and behaviours.</li> <li>Consider the importance of sleep and apply biological, physiological and social factors to analyse the effects of sleep disturbances on psychological functioning.</li> <li>Analyse mental health and mental disorders and discuss the contributing factors.</li> </ul> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>Explain consciousness as a continuum, compare theories about the purpose and nature of sleep and evaluate the effects of sleep disruption on a person's functioning.</li> <li>Examine what it means to be mentally healthy.</li> <li>Undertake a practical investigation related to mental processes and psychological functioning and present methodologies, findings and conclusions in a scientific poster.</li> </ol>   |
|  | <p><b>For further information about this subject, click the following link to go to the VCE Study Design</b><br/> <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx</a><br/> <a href="#">Back to Scienc</a> <a href="#">Back to Table of Contents</a></p>  |