Belmont High School

LATER YEARS HANDBOOK

2024

Incorporating the Year 11 and 12 Victorian Certificate of Education (VCE) and the Victorian Certificate of Education – Vocational Major (VCE-VM) programs

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VCE Coordinator
Ms Jess Scannell

VCE-VM Coordinator
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A Guide to Acronyms used in this handbook

VCAA	Victorian Curriculum and Assessment Authority	TAFE	Tertiary and Further Education
ATAR	Australian Tertiary Achievement Rank	VCE-VM	VCE - Vocational Major
ICT	Information and Communication Technology	VCE	Victorian Certificate of Education
MIP's	Managed Individual Pathways	VET	Vocational Education and Training
SAC	School Assessed Coursework	VSL	Victorian School of Languages
SBA's	School Based Apprenticeships	VTAC	Victorian Tertiary Admissions Centre

Belmont High School
– a centre for learning, excellence and performance –

Our Mission

At Belmont High School, our overriding purpose is to provide an environment that nurtures the wellbeing of all students, and provides successfully for their ongoing learning and variety of academic needs. Our innovative and extensive co-curricular programs challenge and engage all students. Our technology facilities and commitment to students ensures learning environments where students are well equipped for the challenges of the 21st century.

Our motto, **"Strive for the Highest"**, *underpins our approach to working with young people.*

Our School

With a student population of around 1250, Belmont is a large secondary school south of the Barwon River in the City of Greater Geelong. The majority of the enrolment is drawn from the Belmont/Highton area, however there is significant demand for places from the wider Geelong area, in particular for our VCE and VET Programs, and the academic acceleration and enrichment opportunities provided for students. The school has developed an excellent reputation within the State for the high quality teaching and learning programs it provides. Belmont High School has excellent student retention rates and outstanding VCE results that ensure that a significant proportion of VCE students gain post school placements in further education or training.

Extensive educational, sporting and recreational facilities including a gymnasium, Library, Computer Labs, Music Centre, courts and ovals are provided in spacious, landscaped grounds. Construction for the provision of buildings and facilities that will enhance the learning of students is ongoing. Three of the stages of the school's Master Plan have been completed and include outstanding new Learning Centres, Science, Technology, Computer and Arts facilities. The BioLAB (Victorian BioScience Education Centre), has been constructed on our site and is a centre for science and mathematics excellence for students and teachers from around Victoria, and features partnerships with Deakin University, the City of Greater Geelong and the Geelong Football Club.

The House System and Student Wellbeing

The school operates a strong and successful House based system that caters for the pastoral, welfare, social, leadership and academic needs of all students. Eight Houses conduct a range of activities for students throughout the year. Students develop strong loyalties to their House, and it provides an important point of contact for students and parents.

The school is also well served by Welfare and Counselling staff, and a Nurse who is based in the Health Centre each day of the week.

Information and Communication Technology and Multimedia

Belmont High School has led the way with the provision of significant infrastructure, teacher training and innovation in ICT. Our investment in information technology has been significant as all students now work in a 1:1 computer learning environment. Our students are well equipped for the workforce they will enter. VET Information Technology is an increasingly popular program that complements the full range of structured ICT and Multimedia learning in the school.

Enrichment and Academic Acceleration

In recognising that many students' skill and academic levels are above that of their age group, both in general or in specific areas, we have in place a range of programs to enrich and/or accelerate these talented and gifted students. A teacher coordinator manages this program in order to ensure that all students' needs are met. Through identification of students and the provision of programs, competitions and activities, all students are challenged appropriately. Belmont also offers each year a Select Entry Accelerated Learning Program that places 25 students into one group, who complete the first four years of their education in three years. This is the only registered program of its kind in Geelong for both boys and girls.

Academic Support Program

Belmont High School recognises that from time to time students at all year levels may require additional academic support to bring them to the levels required at their stage of schooling. Operating out of the Learning Support Centre, students are able to be referred to a number of staff who are available to work intensively with them in all curriculum areas. Houses also offer academic support programs such as Homework Groups, and parents at any time can request additional testing of students and support for their children.

Performing Arts

Outstanding opportunities are available for students to extend their interest and talents in the Performing Arts. The school annually sees students, staff and parents involved in Wakakirri, Production and a range of other performances. Our Wakakirri record is impressive having competed in many State Finals in past years.

Music

Belmont High School is recognised widely both in the Geelong community and statewide for its outstanding Music and Bands Programs. Over 120 students take part in the Music Program, learning a large number of instruments and playing in 12 Bands and Ensembles. Performance opportunities for students are frequent and we present to our community twice a year with the Winter and Spring Concerts. Our most well recognised groups are the Jazz Syndicate and Senior Concert Band that perform regularly, tour both within Victoria and interstate, and regularly receive awards for their excellence. Additionally, the VCE/VET Music Industry – Performance (Certificate III) is an established area of study both for Belmont students, and students from other schools in Geelong.

Sport

Belmont High School offers students the full range of team, and individual sports throughout the year. The school has a proud record of participation and success at local, Regional and State level, and has won the Geelong Swimming and Athletics meets consistently over a long period of time.

Our school has strong staff support for coaching and leading teams and students are encouraged and supported in important sporting leadership and coaching roles. We encourage maximum student participation through the House structure.

Success in sport over many years has been recognised with many State titles and awards at Regional and State levels.

Camping and School Tour Programs

Belmont High School owns a camp (Tanybryn) in the picturesque Otway Ranges just north of Apollo Bay. With easy access to the coast and the surrounding wilderness, students have many opportunities to explore and learn in a superb natural environment. The camp has recently undergone extensive renovation and is well placed to serve the needs of students.

Additional camping programs are offered through VET Outdoor Recreation and we offer regular interstate and overseas tours. Students attend camping programs as a part of their Year 7 Orientation Program, Year 9 STRIVE Program and Year 12 Leadership Program. All students at other year levels are able to access both curriculum camps and tours offered each year to a variety of locations.

Co-curricular Programs

It would be difficult to find a student at Belmont who could claim that they had 'nothing to do'. The school offers an extensive co-curricular program that is broad in range to cater for the needs of all students. From the Performing Arts, Music, Camping and Sporting Programs, to the House based activities and Lunchtime Activities Programs, there is always something happening. Other key programs include the World Challenge, Fiji EcoTour, European Art Trip, language-based study tours, Central Australia Cultural Tour and Year 12 Graduation Dinners. Chess Clubs, Debating and a range of other academic enrichment programs are also available to students.

Student Leadership

Many opportunities exist for students to assume leadership roles at all Year Levels and to learn and grow in these roles. Student Leadership is a priority at Belmont and includes opportunities to represent the school in School Captain and Junior School Captain roles, School Sport and School Music Captains, House Leadership, Form Leadership, and leadership of many of our other co-curricular programs.

The school also runs a very strong Student Representative Council that looks after the needs of students. Students also involve themselves in a full range of social service and fundraising activities and take leading roles in organising these.

Post Compulsory and Pathways

The Later Years Program is a powerful one for our Year 10, 11 and 12 students that includes careers counseling, work placement, course counseling and pathway planning. In the Student Pathways Centre, we have very experienced teachers with significant knowledge about the needs of senior students and the pathways and post school options available to them.

International Student Program

Belmont High School is culturally rich and values the diversity within the school. We offer support programs for international students and promote both student and teacher overseas study tours. Many of our students experience international exchange and the school provides these opportunities and support. The learning of a second language is valued at Belmont High School and many of our students go on to study language at the senior levels in Italian and Indonesian and take part in study tours to these countries. We also have sister-schools in Italy.

Later Years at Belmont High School

Introduction

Belmont High School is proud of the achievements of its senior students. In addition to excellent academic results achieved across a wide range of studies, students have access to a broad range of sporting, cultural, social and leadership activities. The House system provides leadership and pastoral opportunities for senior students. Senior students make significant contributions to the running of the school through their participation on the School Council and its Committees, in the SRC, and a variety of other committees culminating in the organisation of a positive and happy conclusion to their school lives with the annual Graduation Dinner with their parents and the teaching staff.

The teaching staff are experienced and committed to the success of their students. During spare periods students are encouraged to seek help from their teachers, or to use the excellent Library and computer facilities for further research.

Assistance in improving study skills, time management and stress relief are available through the House based leadership and orientation camps for Year 12 students. A series of speakers will also conduct talks on issues relevant to Year 12 students. Year 11 students have mid-year and end of year exams and study skills programs as preparation for Year 12. Ongoing pastoral care and counseling, through the Student Wellbeing Centre, House Leaders, VCE Manager, Careers and Pathways Manager and VET Coordinator, VCE-VM Manager and teaching staff is always available.

Parents are encouraged to contact the school at any time so that the partnership between parent, student and school can maximise each student's capabilities and educational opportunities.

Students in their "Later Years" of secondary education are faced with some very important decisions regarding Career Pathway planning. Students at Years 11 and 12 may take part in the Victorian Certificate of Education (VCE) or VCE - Vocational Major (VCE-VM). VET and/or SBA programs may form part of these certificates. Outstanding careers facilities are available in the Student Pathways Centre to help students explore a range of pathways.

Some students may complete languages other than those offered at the school through Distance Education and others first year University subjects as part of their Year 12 program.
This handbook presents details of the range of options available, subject outlines, advice and details of specific Belmont High School staff who can help.

Further information about VCE or pathway planning at Belmont High School can be found by visiting the following web sites
http://www.belmonthscareers.com/

As a family, please take the time to read through the handbook and discuss options with your student. It is important to make informed decisions.

Pathway Planning, Subject Selection and Careers Information

Aims of the Career's Program

To provide students with the knowledge, skills and attributes to make informed decisions about post school education, training and employment options. This includes the capacity to analyse, plan career decisions and manage school to work, or tertiary training transitions.

Managed Individual Pathways

At Belmont High School, Career Education is considered an integral part of the school curriculum. Students take part in activities in Years 7 to 9 to assist in making informed decisions regarding selection of subjects and programs in Years 10, 11 and 12.

Students in Years 9 to 12 complete Career Action Plans. The students in Year 9 take part in the STRIVE program. This program has an extensive career education component to assist students in developing a pathway to a career. Activities include: Morrisby Career profiling and interviews, mock job interviews, resume writing, visits to TAFE and University, guest speakers and activities to assist students to develop self-awareness and the world of work. Students in their Later Years have the opportunity to take part in many activities to assist them in Career Pathway Planning and making the transition from secondary schooling to employment or further education.

Support Services Available

The Student Pathways Centre is situated in the Administration Building. It is preferred that individual career counselling sessions are pre-arranged via an appointment. The Centre is staffed by qualified Career Counsellors. Students can gain assistance in course planning, resume preparation, presentations for job interviews, applications for tertiary studies and general counseling. VCE, VET, VCE-VM and SBAT enquiries can also be made at the Student Pathways Centre.

Students in Years 10, 11 and 12 should make full use of the Student Pathways Centre, discussing options, checking Tertiary Entrance Requirements and familiarising themselves with the resources available.

Support is available to all students making choices regarding career planning. There is a diverse range of options available to school leavers including Tertiary Education, Apprenticeships, Cadetships, Traineeships, employment and "gap" years. The school has very good networks in place with external agencies to provide assistance where necessary to students.

Advice when choosing subjects

When choosing subjects the subject teachers can provide information about the syllabus, assessment and pathways in their subject areas.

Heads of Department can be contacted regarding curriculum:

English	Mr Sam Rogers
Mathematics	Ms Grace Evenden
Arts	Ms Kirsty Zahra & Ms P De Bruyn
Technology	Ms Belle Donald & Sam Webb
Language	Ms Maddy Macreadie-Smith
Health and PE	Mr Thom Bell
Science	Ms Carly Taft
Humanities	Mr Chris Thompson
Music	Ms Rose Humphrey

Program Managers

Belmont High school's Program Managers can provide information regarding programs and pathways

Pathways Manager	Mr Nick Masters
VCE Manager	Ms Jess Scannell
VCE-VM Manager	Mr Darren Lynch
VET and SBA Manager	Ms Megan McPherson

VCE General Information (Please read this section carefully)

Information for Students Entering VCE at Belmont High School in 2024

VCE students will be required to study a minimum of 22 units – 12 units in Year 11 (6 Subjects) and 10 units in Year 12 (5 Subjects).
Accelerated students may be able to study VCE units ahead of their current level.

The 22 units ***must*** include the following:

VCE STUDY	NO. OF UNITS
One or two of - English/Literature/EAL/English Language	**Units 1 and 2**
One or two of - English/Literature/EAL/English Language	**Units 3 and 4**
Any combination of studies, 3 sequences of Units 3 & 4 Studies other than English/English Language/Literature/EAL and/or VET	**18 Units**
TOTAL	**22 Units**

* The selection of all units (apart from English) should be based on the student's interests and career aspirations.
* VET programs contribute towards a student's VCE.

Units 1 and 2 of each study are equivalent to Year 11 studies. Units 3 and 4 are the equivalent of Year 12 studies.

Sequence – Combination of Units 3 and 4 of a study.

Satisfactory Completion

To be awarded a VCE Certificate at the end of Year 12, a student must have satisfactorily completed at least 16 units. These units must include:

- ❒ at least 3 units of English / Literature / EAL / English Language
- ❒ at least 3 sequences of Units 3 & 4 studies other than English / Literature/ EAL / English Language
- ❒ any other units to take the total number of units to at least 16

To have an "ATAR" (Australian Tertiary Achievement Rank) calculated for tertiary admission at the end of Year 12 students must have satisfactorily completed a VCE Certificate including Units 3 & 4 of English/Literature/EAL/English Language and at least 3 other sequences of Units 3 & 4. 10 per cent of any 5th and/or 6th sequence of Units 3 & 4 will be added into your ATAR score. Some VET studies may also be scored for inclusion in the ATAR. Most other VET studies count as a student's fifth or sixth subject, providing a 10 per cent increment on a students' ATAR. Completion of School Based Apprenticeships are included in a student's ATAR calculation.

Year 11 in 2024

Students will study 6 Units in Semester 1 and 6 Units in Semester 2. English is compulsory in both semesters. The remainder of the units are chosen according to the students' interests and career selections. Students may select a different combination of units for each semester. Students may consider taking part in a VET program.

Before the selection of VCE studies, students should carefully check the "VICTER" for the prerequisites for Universities and TAFE Colleges (available from the Careers Centre). You should consider your study selections carefully in the light of the information in this book.

CHECK CAREFULLY FOR:

- ❒ **Prerequisite Studies**
  Those nominated by individual course authorities as subjects/studies which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition may not be considered for selection. If a pre-requisite study must be included in the best four studies for scoring purposes, this will be indicated by the phrase "studies to be included in the 'primary four'".

❒ **Increment**

Increments are additional points given to the fifth and sixth studies taken at Units 3 & 4 level. These incremental studies will attract 10% each of the scaled VCE study score achieved. Only one of the following combinations can be used in the best six (that is, in the calculation of the ATAR):

- English/ESL
- Chinese/CSL (Chinese as a second language)
- Indonesian/ISL (Indonesian as a second language)

No more than two mathematics studies (drawn from either previous or current VCE mathematics), no more than two music studies, no more than two history studies, no more than two information technology studies and no more than two LOTEs (languages other than English) can be included in the 'primary four'. (Other mathematics, music, histories, and/or LOTEs can be used as a 10% increment.)

Music studies: music–history and styles, music performance–group, music performance–solo.

History studies: Asian History, Australian History, the Cities in History, Koori History, Revolutions, History of Western Ideas.

The Increment for VET programs may be 10% of the average of the best four or a graded assessment depending on the program.

❒ **Tertiary Selection Process**

The tertiary selection process can involve two stages.

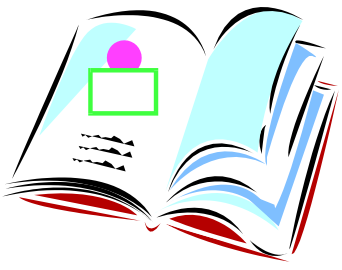
Stage One – Selection based on prerequisite studies and rank order derived from ATAR score.

Stage Two – Middle-band Selection may be based on the students' full range of VCE studies, SAC scores in prerequisite studies, profiles, folios, interviews as well as any specific credit points indicated in specific course entrance requirements listed in VICTER.

See page **12** for a list of those Unit 3 & 4 studies which may be undertaken in Year 11.

NOTE: "VICTER" outlining all Victorian Tertiary Entrance requirements for 2024 and 2025 will be available during Term 3, 2023. It is advisable to consult "VICTER" ***before*** final VCE selections are made.

Not all students elect to continue on to University or TAFE. There are many pathways to a career. Advice on Traineeships, Apprenticeships, Part time apprenticeships, VCE-VM and employment are available in the Student Pathways Centre.



VCE Attendance Policy

Attendance Policy:

VCAA state all VCE units require **50 hours of class time**. At Belmont High School, **students must maintain approved attendance of 90% or more** per subject per unit to ensure we meet this requirement. Failure to meet this requirement may result in "Not Satisfactory" results being allocated.

Approved absences include:

- Medical certificate
- Documentation supporting COVID isolation
- School events (including one sport per term and excursions)
- Approval directly from the House Leader, for religious or bereavement reasons.

Please note parents submitting an absence as "Ill" is not an approved absence at VCE without the above documentation**.** Likewise, a **medical certificates must be date specific** for absences to be approved, not general in nature.

Study Periods:

Whilst studying VCE students some students will have a number of study periods where they have no timetabled classes. Students are advised that best practice is to attend school each day at 8.50am until 3.15pm. Each year the students who stick to this consistent routine see the most success.

The library is available for students to work in during their study periods. Alternative spaces (for example for students requiring Art materials), are only available upon individual negotiation with your teachers.

We have a study period attendance policy at Belmont. This states that **students should be at school at 8.50am for the start of Period 1 every day**, regardless as to whether they have scheduled classes in the morning. **When you finish class for the day you may leave**. For example, if you finish classes at lunch and have no scheduled lessons Period 5 or 6 you may leave for the day. Where classes have been finished for the day there is no requirement to sign out via the office, like there would be if you were leaving with classes still left to complete.

If students are found to be coming and going from school at their leisure, not respecting this policy, they will be reported to their House Leader and normal truancy protocols will be followed. Students who choose to continually disregard this policy may also face removal of privileges like sports days, the celebration day and/or graduation.

Frequently Asked Questions:

What does the student have to do when they return to school after an absence?

It is the student's responsibility to ensure that absences are explained. **Medical certificates** must be presented to the General Office to be added to Compass for teachers to see.

What happens if a student has attendance under 90% in any subject?

Parents will receive a chronicle entry informing them of this. If attendance cannot be accounted for, the student may receive a 'N' for the unit.

What if the absence is for a school activity, e.g. excursion, sport team?

Lists of students participating in school events are submitted to the General Office before the activity takes place. These absences do not count towards the total of missed classes. Students are expected to make up work that has been missed. Students with a number of absences (approved or not) due to illness or other activity will not be permitted to participate in non-academic excursions.

Holidays: Holidays during class time including orientation is not recommended.

Unless extenuating circumstances apply (for example the need to travel overseas for bereavement) absences for holidays will not be approved.

What if I am absent for a class in which a SAC is held?

Students must have a medical certificate/VCE approved absence to cover this. This will then be a VCE approved absence and you will be allocated to a SAC make up class after school to complete the work that has been missed. If a student needs to miss a SAC due to another personal circumstance (eg. attendance at a funeral), they can seek an approved absence from their House Leader.

Assessment at Belmont High School

Assessment for Year 11 Students in 2024

1. **Assessment for the Victorian Curriculum and Assessment Authority (VCAA)**
   This assessment is based on the "satisfactory achievement" of a series of outcomes in each unit. An outcome is a particular activity, for example, a series of questions, an assignment, making a model, and so on. Students must follow the guidelines and achieve a satisfactory standard of key knowledge and key skills to be awarded "S". To achieve "S" for any unit of work, a student must achieve "S" for all outcomes. An "N" (not satisfactory) for any outcome in that unit will result in "N" for the whole unit. It is therefore most important that students manage their time carefully to ensure that all outcomes in all units achieve "S" standard.

2. **Belmont High School assessment**
   As "S" does not distinguish between work which is barely satisfactory and that which is excellent, Belmont High School will continue to award letter or percentage based grades to identify standards.

Exams

In Year 12 examinations are a major determinant of a student's ATAR and subsequent access to University and many other TAFE and further education programs. In preparation students in Year 11 will sit exams at the end of the year.

Assessment for Year 12 Students in 2024

Students will study 5 units in both Semester 1 and Semester 2. It is compulsory in both semesters that students study at least one of English/Literature/English Language. Students must study the same combination of units for both semesters as they are required to complete "pairs" or "sequences" of Units 3 & 4 subjects. Therefore no changes of units are possible at the end of Unit 3.

There are three methods of assessment in Year 12:

1. **Outcomes**
   The same system of satisfactory achievement of outcomes as exists in Year 11.

2. **School Assessed Coursework**
   School-assessed coursework is made up of a number of assessment tasks completed mainly in class time and will assess the unit learning outcomes. Students will receive the marks for their SACs from their teachers but will not know the grades for these until later. School-assessed coursework will be reported as grades (A+ to E; UG) by the Victorian Curriculum and Assessment Authority in December 2024. A small number of studies will have school-assessed tasks (SATs). These are produced over a period of time and will be used in studies where products and models are assessed, for example, Art, Media, Systems Technology and Visual Communication Design.

3. **Examinations**
   Each unit 3, 4 sequence will have at least one examination. Examinations will be held in November 2024. These examinations will be set and marked by VCAA. Grades and scores will be available in December 2024. In addition, all students studying a Unit 3, 4 sequence including VET programs with a scored assessment, will need to sit the GAT (General Achievement Test). This is an important test which provides statistical information and support for students.

Homework

Refer Belmont High School Homework Policy.

VCE Studies offered

VCE Study Information

	Extra information available from:
ACCOUNTING (1-4)	J. Scannell
ART CREATIVE PRACTICE (1-4)	M. Cantwell, J. Stevens
ART MAKING AND EXHIBITINGS (1-4)	K. Zahra, P. De Bruyn
BIOLOGY (1-4)	C. Taft
BUSINESS MANAGEMENT (1-4)	R. Pugh, J. Scannell
CHEMISTRY (1-4)	M Hermanns
APPLIED COMPUTING (1 & 2)	K Butler, T Waltrowicz
SOFTWARE DEVELOPMENT (3 & 4)	K Butler, T Waltrowicz
DATA ANALYTICS (3 & 4)	K Butler, T Waltrowicz
PRODUCT DESIGN AND TECHNOLOGY (1-4)	
- Textiles	B. Donald
- Materials – Wood, Metal, Plastic	C. Thompson
ENGLISH (1-4)	S. Rogers
ENGLISH LANGUAGE (1-4)	S. Rogers
ENGLISH AS AN ADDITIONAL LANGUAGE (1-4)	K. Mellens
FOOD STUDIES (1-4)	E. Cave
GEOGRAPHY (1-4)	C. Thompson
HEALTH AND HUMAN DEVELOPMENT (1-4)	D. Parshotam, L Jennings
HISTORY (1-4)	C. Thompson, N. Wilson
LEGAL STUDIES (1-4)	R. Pugh
LITERATURE (1-4)	W. Whitney
LANGUAGE - Indonesian (1-4)	L. Purdy, M. Macreadie-Smith
- Italian (1-4)	F. Cologni
MATHEMATICS (1-4)	G. Evenden
MEDIA STUDIES (1-4)	F. Hergstrom
MUSIC (1 & 2)	R. Humphrey
MUSIC PERFORMANCE (3 & 4)	R. Humphrey
PHYSICS (1-4)	R. Stott, D McKenna
PHYSICAL EDUCATION (1-4)	T. Bell
PSYCHOLOGY (1-4)	P. Cassady
SYSTEMS TECHNOLOGY (1-4)	S. Webb
THEATRE STUDIES (not offered in 2024)	K. Mann
VISUAL COMMUNICATION DESIGN (1-4)	R. Simon, J. Petrie

Vocational Education and Training (VET)

VET is a study option combining VCE or VCE-VM with vocational training and work placement in industry. VET is recognised as a pathway to a number of careers. A student's VET program may form part of a pathway towards employment or tertiary studies after secondary school. Many employers are recruiting students who have completed VET programs. A VET certificate is a nationally recognised qualification.

After two/+ years study a student can successfully complete the VCE, obtain a VET certificate and a contribution towards the student's ATAR. VCE-VM students undertake VET or Further Education as part of that program. A student's VET program in most cases constitutes another subject undertaken off campus.

Attendance at each VET lesson is extremely important as a number of assessments are completed practically.

Students signing up for external VET courses are required to use the bus and follow the expectations of the Geelong VET Network agreement.

Throughout the Geelong Network, most VET 1st Year Courses run on Wednesday afternoons, with 2nd Year VET courses running on Monday afternoons.

Parents and students should consider the study options provided by VET as part of the Later Years course planning process in consultation with their House Leader and the Career's Manager Mr Nick Masters.

VET program details and application forms are available from the Career's Office, and online on the BHS website – Curriculum - VET. Enquiries relating to VET should be directed to the VET coordinator, Ms Megan McPherson.

2024 VET Programs offered in the Geelong Network <u>may</u> include:

- Certificate II in Animal Studies
- Certificate II in Automotive Technology
- Certificate II in Building and Construction
- Certificate III in Beauty
- Certificate II in Outdoor Recreation
- Certificate II in Dance
- Certificate II in Engineering
- Certificate II in Equine Industry
- Certificate II in Salon Assistant
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate III in Information Technology
- Certificate III in Music Industry
- Certificate III in Sport and Recreation
- Other

Please note: External VET programs on offer may be subject to change.

Students can study Certificate III in Music Industry, Certificate III in Information Technology (partial completion), Certificate II in Outdoor Education, and Certificate III in Sport and Recreation (partial completion) at Belmont High School.

Structured Workplace Learning

Structured Workplace learning is where a student takes part in a work placement as a "block" of time or ongoing weekly. These work placements form part of a student's VET or VCE-VM program.

Belmont High School RTO Number 22312

Belmont High School became a Registered Training Organisation for the delivery of VET in 2010. Belmont High School is registered with the Victorian Registration and Qualifications Authority (VRQA) to deliver Certificate III Music Industry (Performance) and Certificate III Sport and Recreation. Ms Megan McPherson is the Manager.

CUA30920 Certificate III in Music (Performance)

Duration: This program is delivered over two years
Contact Person: Ms Rose Humphrey

Course Aims
Certificate III in Music Industry (Performance) develops in students' advanced and diverse performing, technical and business skills in relation to the contemporary music industry.
This program is a performance program and includes areas of study in which students must learn an instrument and perform on that instrument with others and by themselves.

Course Content
The curriculum follows the National Training Package for Music and covers the following National Competency modules. Completion of 11 units; 3 Core and 8 Elective units.

Units 1 and 2

CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry
CUAMPF213	Perform simple repertoire in ensembles
CUAMCP312	Write song lyrics
CUAMCP313	Create simple musical pieces using music technology

Units 3 and 4

CUAMPF311	Develop technical skills for musical performance
CUAMPF312	Prepare for musical performances
CUAMPF315	Develop and perform musical improvisation
CUAMPF412	Develop and apply stagecraft skills

Electives

CUAMPF414	Perform music as part of a group
OR CUAMPF416	Perform music as a soloist

Contribution to VCE
Participants will be eligible for credits of up to four VCE units, two units at Units 1 and 2 and two units at Units 3 and 4 level. A study score is available which can contribute directly to your ATAR. Completion of all or part of the Certificate will contribute to your VCE- VM.

Assessment
Vocational Education and Training assessment is competency based and includes practical activities, written assignments, oral and written questioning and observation. This is a hands-on course with practical assessment.

Pathways
This program has pathways into Certificate IV in Music, University and TAFE courses in Music and Audio Engineering.

Possible Career Pathways:

- *Assistant Music Manager*
- *Instrumental Music Teacher*
- *Band Member*
- *Singer/ song writer*

SIS20419 Certificate II in Outdoor Recreation

RTO Toid 40548

Duration: This program is delivered over one year
Contact Person: Mr Thomas Bell

Course Aims:

Outdoor Recreation provides students with opportunities to explore a variety of outdoor recreation activities while developing fundamental skills such as communication, resilience, team work. The fundamental competencies that students are required to perform form a terrific foundation for a life in the outdoors.

Course Content:

Units 1 and 2 Core

HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting outdoor recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	maintain sport, fitness and recreation industry knowledge

Electives

SISOBWG001	Bushwalk in tracked environments
SISOFLD006	Navigate in tracked environments
SISAQU002	Perform basic water rescues
SISOSRF001	Surf small waves using basic manoeuvres
HLTAID011	Provide First Aid
SISXFAC001	Maintain equipment for activities
SISXEMR001	Respond to emergency situations

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contributions to VCE and VCE - VM

Students undertaking this certificate are eligible for up to two VCE VET units on their VCE or VCE- VM statement of results at a Unit 1 and 2 level.

Pathways

Students must successfully complete this course in order to progress to Certificate III in Sport and Recreation (Partial Completion).

This course is 40% theory and 60% practical

Possible Career Pathways:

- *Outdoor Recreation assistant*
- *School camp activity assistant*
- *Water sports activities assistant*
- *Outdoors supplier retail assistant*

SIS30115 Certificate III in Sport and Recreation (Partial Completion)

Duration: This program is delivered over one year
Contact Person: Mr Kyle Vos / Mr Nick Masters

Course Aims:

The aim of this course is to provide participants with the knowledge and skills to achieve competencies that will enhance employment prospects in the Sport and Recreation Industry.
The course enables participants to gain a recognized credential and to make a more informed choice of vocation or career path.

Course Content:

SISXCAI004	Plan and conduct programs
SISXCAI006	Facilitate Groups
SISXRES002	Educate user groups
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISSCO001	Conduct sport coaching with foundation level

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contributions to VCE and VCE - VM

Students undertake a Scored Assessment contributing towards their ATAR score.

Students undertaking this certificate are eligible for two VCE VET units on their VCE or Vocational Major statement of results as a VCE VET Units 3 and 4 sequence.

Pathways

This program has pathways into TAFE and University Outdoor Recreation, Fitness, Sport and Coaching courses.

This course is 40% Theory 60% Practical

Possible Career Pathways:

- *Recreation Officer*
- *Sport and Recreation Administration Officer*
- *Leisure Services Officer*

10949NAT Certificate II in Applied Language- Italian

Ripponlea Institute

Duration: This program is delivered over one year at Belmont High School in partnership with RTO Ripponlea Institute (RTO Toid 21230).

Contact Person: Ms Lucy Vannata, Ms Federica Cologni

Course Aims

All students taking part in Year Ten Language (Italian) will undertake this course. The course prepares students for VCE Languages and Certificate III in Applied Language.

Course Content

Core Units

NAT10949001	Conduct basic oral communication for social purposes in a LOTE
NAT10949002	Conduct basic workplace oral communication in a LOTE
NAT10949003	Read and write basic documents for social purposes in a LOTE
NAT10949004	Read and write basic workplace documents in LOTE

Assessment

Vocational Education and Training assessment is competency based. This is a hands-on course with practical assessment.

Contribution to the VCE

On satisfactory completion of all requirements of the Certificate II in Applied Language, students will receive three VCE units at 1-2 level.

Pathways

This program has pathways into Certificate III in Applied Language.

VCE - Vocational Major (VCE-VM)

The VCE-VM is a hands-on option for Year 11 and 12 students to the mainstream VCE.

The VCE-VM 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.

The VCE is widely used by students as a pathway to university. Students who choose to do the VCE-VM are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or gaining employment after completing school. Any VCE units completed as part of a VCE-VM course will count towards VCE, should a student decide to transfer between certificate courses.

The VCE-VM's flexibility enables students to undertake a study program that suits their interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Specific Skills
- Industry Specific Skills
- Personal Development Skills

Strand 1 – Literacy and Numeracy Skills
A VCE-VM program must include literacy and numeracy subjects. These can be selected from VCE English and Maths.

Strand 2 – Industry Specific Skills
VCE-VM programs must include industry specific units from VET programs or VCE VET. However, students are not required to focus on, or complete, any single VET certificate. For example, students can choose to undertake various modules or units from a range of VET certificates to meet the VCE-VM requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, agriculture, horticulture, warehousing and hair and beauty.

Strand 3 – Work Related Skills
In order to develop 'employability' skills, VCE-VM gives students the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship. Students can also study units and modules that will help them prepare for work, for example, occupational health and safety or job interview skills.

Strand 4 – Personal Development Skills
As part of a VCE-VM program, participation in community-based programs and/or structured activities help develop team work skills, self-confidence and other skills important to life and work.

If students are successful with their VCE-VM course they will receive a certificate and statement of results that details the areas of study completed. Students taking in the VCE-VM should have a vocational pathway in mind.

Enquires should be directed to Mr Darren Lynch, VCE-VM Manager.

School Based Apprenticeships/Traineeships (SBAT's)

At Belmont High School students may take part in SBAT's. SBAT's combine:

- ❒ Year 10, VCE or VCE-VM studies
- ❒ Part-time employment
- ❒ Vocational training

The SBAT may be integrated or not integrated into the school program.

A non-integrated SBAT is where a student is employed part time **outside** school hours, takes part in vocational training both on the job and off the job, and attends school full time. This type of arrangement often occurs in the retail or hospitality industries.

An integrated SBAT is where the part time employment may form part of the normal school day. The integrated SBAT is suited to students who take part in the VCE-VM where structured workplace learning forms part of the certificate.

Students have taken part in School Based Apprenticeships/Traineeships in: Retail, Hospitality, Business, I.T., Fitness, Carpentry, Tourism, Travel, Hairdressing, Children's Services, Aged Care.

Students receive award wages and complete a nationally recognised certificate providing credit towards the student's VCE or VCE-VM. A partnership is formed between the school, the employer, the Training Provider and the student.

Enquiries regarding School Based Apprenticeships/Traineeships should be directed to Ms Megan McPherson.

Acceleration

Students at Belmont High School may accelerate in accordance with the Belmont High School Acceleration Policy. In accordance with the appropriate selection criteria students at Years 10 and 11 may undertake VCE units ahead of their current year level. Many students take advantage of this opportunity.

For example:
- ❒ Year 10 students undertaking a VCE study Units 1 & 2 and/or a VET program
- ❒ Year 11 students undertaking a VCE study Units 3 & 4
- ❒ Year 12 students may undertake a University Enhancement or Extension study

Accelerating in language studies (Italian or Indonesian) is not recommended unless the student has a background in the language.

Acceleration Guidelines for Year 11 Students

For many Year 11 students wishing to accelerate they have already completed Units 1 and 2 at Year 10. Year 11 students may still choose to accelerate at Year 11 in many Unit 3 and 4 sequences where Units 1 and 2 are not a pre-requisite. This would take the place of a sixth Year 11 study giving a student a total of six Unit 3 & 4 sequences at the end of Year 12. For entry to TAFE and University courses this will mean the maximum six units can be scored. Due to increased competition for University and TAFE places the additional increment may mean the difference between getting in and missing out on a place. Students accelerating also experience the procedures and assessment (particularly in sitting external exams) of a Year 12 subject providing excellent preparation for the following year.

Students must complete an expression of interest form available from Mr Masters in the Student Pathways Centre. Acceleration advice can be obtained from the subject teacher, the VCE Manager – Ms Jess Scannell, the Pathways Coordinator – Mr Nick Masters.

Enhancement Studies

High achieving Year 12 students may apply to take part in University Enhancement Studies at participating Universities. A student completing University Enhancement Studies has the opportunity to obtain an increment to their ATAR and credit towards their chosen University qualification.

The different modes of study available are:

- ❒ At Centres authorised to deliver on behalf of universities
- ❒ Attendance at the University

Many courses may have a significant "online" component.

Recently, we have had Year 12 students taking part in Accounting, Information Technology, Mathematics and Music. Many other subjects are on offer.

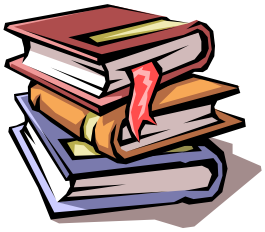
Application is made through the Centre for Higher Education Studies and applications are don online from Term 3.

For further information, please contact Mr Nick Masters.

Languages via Distance Education

Students may undertake languages other than English not offered at Belmont High School through the Victorian School of Languages. This may occur where a student has a family background in a particular language or may have past experience in studying that language.

Victorian School of Languages



The Victorian School of Languages (VSL) Distance Education offers an extensive range of Languages including:

❒ French	Years 7-12
❒ German	Years 7-12
❒ Greek	Years 7-12
❒ Arabic	Years 7-12
❒ Italian	Years 7-12
❒ Japanese	Years 7-12
❒ Latin	Years 7-12

Cost: Please refer to the VSL website for pricing

The VSL also offers face to face classes on a Saturday morning at Matthew Flinders Girls Secondary College and North Geelong Secondary College in a range of other languages. The Student Pathways Centre has details of these.

"GAP Year" and Year 13

Students at Belmont High School are increasingly taking part in other activities prior to beginning their Tertiary studies.

Examples include:

- ❒ Volunteer programs overseas
- ❒ Student exchange
- ❒ Travel or study overseas
- ❒ Working overseas
- ❒ Camps USA
- ❒ Work in Australia

Details regarding such programs are available from Mr Nick Masters, Pathways Coordinator.

Many students develop a pathway to a career through first accessing TAFE courses and then moving to University. Universities are increasingly providing credit for relevant TAFE studies.

The Tertiary Selection Process

At the end of their VCE, the VCAA issues students with a *Statement of Results* indicating whether they have satisfactorily completed their units or not, and individual grades for all School-Assessed Coursework and Examinations completed in each study at Units 3 and 4.

Students also receive a study score (relative position) calculated from all of their grades for each Unit 3/4 sequence. At the same time, students will receive a letter indicating their ATAR from VTAC. The ATAR will be used in the tertiary selection process.

The ATAR will be used by selection officers to rank current VCE applicants in order of merit. ATARs are calculated by VTAC using the study scores (relative positions) provided by VCAA. These scores will be scaled by VTAC to compare results across studies. ATARs are calculated by adding the scaled study score in English or ESL, the next best three scaled scores, 10% of any fifth and/or sixth scaled score that is available, and then ranking candidates in order of these aggregates.

Selecting University Courses

Competition is keen for places in most courses so it is recommended that you do not limit your changes of selection. You should consider and investigate more than one course, so you do not restrict your chances of being selected. It is a good idea to start now.

There are several questions to be considered when choosing courses:

(i) Areas of interest

Areas of interest should be identified (e.g. accounting, computing, science, art) and it should be ascertained whether the course is appropriate to your needs. Does the course prepare you for your chosen field of employment? Are the studies offered (majors, electives, compulsory, etc.) suitable and desired?

The Index of Major Studies on the VTAC website provides a listing of studies which may be of interest and shows the institutions offering that study as a major sequence. You can also consult the website and use the search function to see what is offered in your area of interest.

Courses not in the VTAC guide may require direct application to the institution.

(ii) Selecting the right institution

The choice of institution is also important. Is it conveniently located? How much will the course cost? What are the institution fees, accommodation, transport, textbooks and other special course equipment costs?

Institutions should be able to advise you on these matters and it is suggested that you talk to course advisers, careers counsellors, housing officers, etc., at the appropriate campus.

In addition, it may be helpful to attend the institution's Open Day or obtain copies of course brochures or handbooks, or talk to students already studying at a particular institution.

(iii) Satisfying entrance requirements

Are you qualified for the course and will the course selection authorities be interested in you? Some courses have particular requirements that must be satisfied before an applicant will be considered.

Requirements could be prerequisite studies, grade point averages, submission of folio, tests, interviews or completion of application forms. If you lack a stated requirement then it is unlikely you will be selected.

Entrance requirements for study in 2024 are explained on VTAC's website – www.vtac.edu,au

The requirements should be discussed with careers teachers or VCE co-ordinators at schools. Alternatively, VTAC staff or appropriate officers at the tertiary institutions may be able to provide additional information.

It is strongly recommended that time be taken now to thoroughly investigate the courses where application could be desired.

Prior preparation to ensure entrance requirements can be satisfied is essential when the time comes to select the courses for the VTAC application process.

The options are many – University, TAFE, Private Colleges, Employment, Apprenticeships, Traineeships, and Cadetships. There are often many pathways to a particular career. Talk to your Careers Counsellor.

SUMMARY OF COURSES

FIELD OF STUDY	YEAR 10	YEAR 11 – VCE UNITS 1 & 2	YEAR 12 – VCE UNITS 3 & 4
THE ARTS: **PERFORMING ARTS**	Drama Rock Guitar Music Certificate III in Music Industry (Performance)	Theatre Studies (not in 2024) Music Certificate III in Music Industry (Performance)	Music Performance – Contemporary and Repertoire Certificate III in Music Industry (Performance)
THE ARTS: **VISUAL ARTS**	2D Art 3D Art Ceramics Built Environment Digital Photography Media Visual Communication	Art Creative Practice Art Making and Exhibiting Visual Communication Design Media Studies	Art Creative Practice Art Making and Exhibiting Visual Communication Design Media Studies
ENGLISH	English English Enrichment English Literature & Language English as an Additional Language	English English Language Literature English as an Additional Language	English English Language Literature English as an Additional Language
HEALTH AND PHYSICAL EDUCATION	Health Physical Education Exercise Science and First Aid Sport, Fitness and Movement Certificate II in Outdoor Recreation	Health and Human Development Physical Education Certificate II in Outdoor Recreation	Health and Human Development Physical Education Certificate III in Sport and Recreation
LANGUAGE	Certificate II in Applied Language (Italian)	Indonesian Italian	Indonesian Italian
MATHEMATICS	Mathematical Methods General Mathematics Foundation Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Foundation Mathematics VM Numeracy Mathematics	Specialist Mathematics Mathematical Methods Further Mathematics Foundation Mathematics VM Numeracy Mathematics

FIELD OF STUDY	YEAR 10	YEAR 11 – VCE UNITS 1 & 2	YEAR 12 – VCE UNITS 3 & 4
SCIENCES	Psychology Environmental & Marine Studies Forensic Science Chemistry Physics Biology General Science	Psychology Biology Chemistry Physics	Psychology Biology Chemistry Physics
COMMERCE	Accounting & Business Commerce Legal Studies	Accounting Business Management Legal Studies	Accounting Business Management Legal Studies
GEOGRAPHY	Geography	Geography	Geography
HISTORY	History	**History** Unit 1 - Modern (1900-1945) Unit 2 - Modern (1945 -2000)	**History (Revolutions)** Unit 3 – French Revolution Unit 4 – Russian Revolution
PRODUCT DESIGN & TECHNOLOGY	Material Technology Woodwork Metalwork Fibre Systems	Product Design & Technology – Materials – Wood, Metal, Plastic Product Design & Technology – Fibre Systems	Product Design & Technology – Fibre Systems
FOOD STUDIES	Food for all Occasions Food – Tastes of the World	Food Studies	Food Studies
DIGITAL TECHNOLOGIES	Web & Applications Computer Software Design	Applied Computing	Data Analytics Software Development

Summary of Courses

VCE - Vocational Major (VCE-VM)

FIELD OF STUDY	VCE-VM INTERMEDIATE	VCE-VM SENIOR
ENGLISH (Literacy)	Literacy English	Literacy English
MATHEMATICS (Numeracy)	Numeracy Mathematics	Numeracy Mathematics
PERSONAL DEVELOPMENT	Personal Development	Personal Development
WORK RELATED SKILLS	Work Related Skills	Work Related Skills
INDUSTRY SPECIFIC SKILLS	VET/SBAT	VET/SBAT

NOTES:

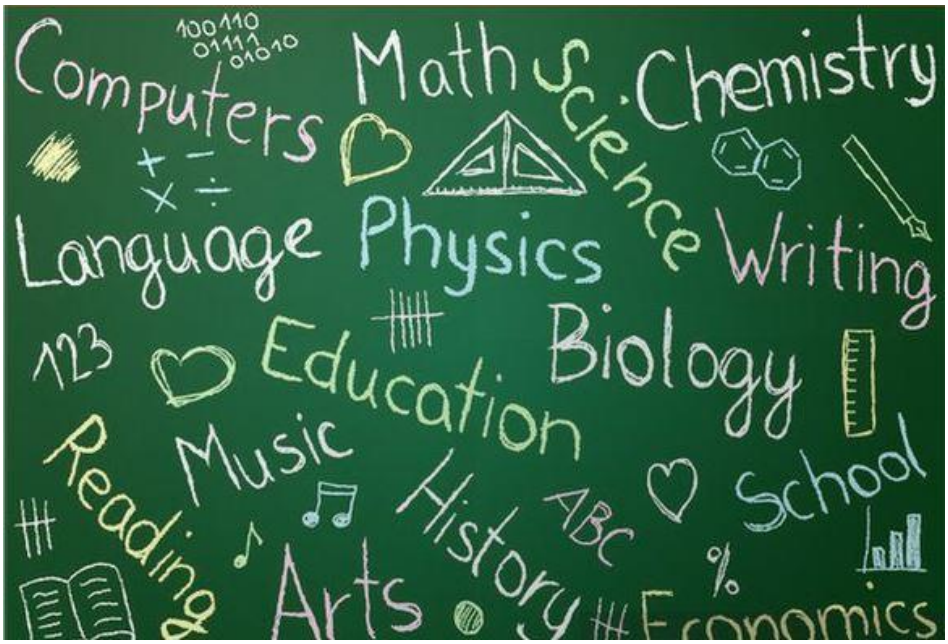
- The VCE-VM program is flexible in that some VCE-VM studies may be substituted with a VCE study to satisfy the VCE-VM course requirement.

For enquiries please see Mr D. Lynch - VCE-VM Coordinator.

Belmont High School

Year 11 and 12
SUBJECT SELECTION

Unit Descriptions



Index to Year 11 and 12 Unit Descriptions

ACCOUNTING

RATIONALE

Accounting is the process of recording, reporting, and interpreting financial data. It plays an integral role in the successful operation and management of businesses. Many students who study VCE Accounting will go on to study Commerce at University. Some careers that have stemmed from VCE Accounting at BHS in the past 10 years include forensic accounting, management (in an area of passion, for example, sports management) and financial planning. Accounting does not require high level mathematical skills, but those who enjoy numeracy often engage well with this course.

UNIT 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Some reports students will learn to complete in this area of study include the Income Statement, Balance Sheet and Cash Flow Statement.

Areas of study

1. **The role of Accounting**
   In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

2. **Recording financial data and reporting accounting information for a service business**
   In this area of study students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

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

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

Areas of study

1. **Accounting for Inventory**
   In this area of study students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business. Using both methods, students discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory

2. **Accounting for and managing accounts receivable and accounts payable**
   In this area of study students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas.

3. **Accounting for and managing non-current assets**
   In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method.

UNIT 3: Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Areas of study

1. **Recording and analysing financial data**
   In this area of study students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. Students also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

2. **Preparing and interpreting accounting reports**
   In this area of study students apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions.

UNIT 4: Recording, Reporting, Budgeting and Decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Areas of study

1. **Extension of recording and reporting**
   In this area of study students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual methods and ICT. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation. They also examine ethical considerations that may effect the recording and reporting of financial data and business performance.

2. **Budgeting and decision-making**
   In this area of study students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business.

Assessment tasks (Units 1-4)

Case study, structured questions, ICT exercises, report, exam

Assessment breakdown (Units 3-4)

External Examination: 50%
Internally Assessed Coursework: 50%

ART CREATIVE PRACTICE and ART MAKING AND EXHIBITING

CAN I DO BOTH?

Within the VCE **Art** study, theoretical research and investigation informs art making. Students are encouraged to recognize the interplay between research and art making. VCE **Art Making and Exhibiting** supports students to recognize their individual potential as professional art makers. The study involves the application of an individual design process to assist the student's production of a folio of artworks.
The two studies are quite separate and both can be undertaken by any one student.

Year 9 students who have undertaken studies in both Art and/or Painting & Drawing are able to accelerate into Units 1 & 2. Year 10 students who have undertaken studies in Painting & Drawing, Printmaking, Ceramics, 3D Art, Fashion Design and Fashion Illustration may continue these pursuits in either Art or Art Making and Exhibiting or both.

ART CREATIVE PRACTICE

RATIONALE

In VCE Art Creative Practice students learn to articulate the messages and meanings within artworks and examine the effects on the viewer. Students research, analyse, critique and interpret a range of arts ideas and issues to develop and support their own points of view.
These skills are applied to their own art making, where students explore and experiment, critique and reflect on their own art making and the influences upon it. Students are equipped with the practical and theoretical skills that enable pathways into tertiary art education, art related careers and lifelong creative aspirations.

AIMS

This study enables students to:

- Use the structural, personal, cultural and contemporary analytical frameworks to analyse, interpret and respond to a range of artworks from different historical periods and across a range of arts issues, and from their own personal and cultural experiences.
- Develop personal ideas and practical skills in their own art making, while developing the confidence to make informed opinions about the work of other artists.
- Use these skills to develop their own conceptual understandings and articulate their own aesthetic awareness.

UNIT 1: Art – Artworks, experience and meaning

Areas of study

1. Artworks and Meaning – Using the Structural and the Personal Frameworks students interpret the meanings and messages of artworks, from the artist and the viewer's perspectives across a range of influences.
2. Art Making and Meaning - students develop and explore areas of individual interest to create artworks. The explore materials, techniques and processes throughout a range of tasks using selected artists to inform their visual and written responses.

Outcomes

On completion of this unit students should be able to:
Develop their visual language using the structural and personal frameworks to communicate ideas about their own artistic practices, in a visual diary. Articulate their ideas and understandings of both historical and contemporary artworks studied from a range of cultures and societies, including those of Aboriginal and Torres Strait Islander artists.

Assessment tasks

- Outcome 1- Short answer and extended written responses supported by visual references
- Outcome 2 – In a visual diary students present a range of visual responses to a selection of set tasks which document evidence of their personal art process. They annotate using the Structural and Personal Frameworks.

UNIT 2: Art – Artworks and contemporary culture

Areas of study

1. **Contemporary artworks and culture** - Students are introduced to the Cultural and Contemporary Frameworks used to analyse and interpret the works of artworks both before and after 1990, the societies in which they were made, and the use of materials, techniques, ideas and processes used.
2. **Art making and contemporary culture** – Continuing on from Unit 1, students explore areas of personal interest related to culture and contemporary art practices. They use the art process and experiment with visual language to present their ideas in a visual diary, reflecting on how cultural and contemporary aspects are evidenced in their own artworks.

Outcomes

On completion of this unit students should be able to:
Use appropriate visual language, including the Analytical Frameworks to communicate their own ideas, progress and aesthetic choices in the development and refinement of at least one finished artwork, effectively documenting and annotating their work in response to the art process.

Assessment tasks

Outcome 1

- short-answer responses and extended written responses supported by visual references
- a presentation using digital technologies

Outcome 2

- a range of visual responses including at least one finished artwork
- documentation of the art process using visual language and the Analytical Frameworks.

UNIT 3: Artworks, ideas and values

Areas of study

1. Interpreting art – Students study selected artists who have produced works before 1990 and after 1990 using the Analytical Frameworks, enabling students to appreciate how artworks contain different layers of meaning offering diverse interpretations.
2. Investigation and interpretation through art making - These understandings also support a students own artistic practices, throughout the artistic process. Students are confident in applying the Analytical frameworks to their own artworks.

Outcomes

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

- Use the Analytical Frameworks to analyse and interpret artworks produced before and after 1990, by comparing their messages and meanings.
- Using available resources to support research of selected artists and artworks.
- Use appropriate terminology analyse, interpret, compare and contrast artworks.

Assessment tasks

Outcome 1

- short-answer responses supported by visual references
- extended written responses supported by visual references and commentaries

Outcome 2

- a range of visual responses including at least one finished artwork
- documentation of the art process using visual language and the Analytical Frameworks.

UNIT 4: Artworks, ideas and viewpoints

Areas of study

1. **Discussing art** - Using the Analytical Frameworks to develop and support their arguments, students discuss, research and interpret art ideas and issues developing their own statements, supported by a range of opinions and commentaries.

2. **Realisation and resolution** - Students continue to develop the body of work from Unit 3 to create at least one other artwork for Unit 4, reflecting on their artistic practices to develop, refine and resolve their work using the Analytical Frameworks.

Outcomes

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

1. Examine and analyse an art idea and its related issues, to inform their viewpoint, using relevant terminology and aspects of the Analytical Frameworks, expressed as their own point of view supported by suitable arts commentaries.
2. Develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts, leading to at least one more finished artwork. They reflect on personal concepts and ideas which are refined and resolved in the body of work.

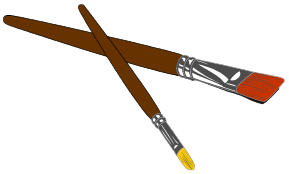
Assessment tasks

Outcome 1

- short-answer and extended written responses supported by visual references and commentaries
- Exam

Outcome 2

- a range of visual responses including at least one finished artwork from Unit 3 and one from Unit 4.
- documentation of the art process using visual language and the Analytical Frameworks.



ART MAKING AND EXHIBITING

RATIONALE

VCE Art Making and Exhibiting encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Art Making and Exhibiting broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

AIMS

This study enables students to:

- Express themselves creatively through art making and come to understand how to support and sustain their art practice
- Develop an individual studio process, and practice and refine specialised skills appropriate to particular art forms and media selected for art making
- Analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- Develop an understanding of historical and cultural contexts in the production and analysis of artworks
- Develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied
- Extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- Develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

UNIT 1: Art Making and Exhibiting

Areas of study

Explore materials, techniques and artforms.
Expand your ideas on artworks by making, presenting and reflecting.
Investigate research and present artworks by practicing artists.

Outcomes
1. On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
2. On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.
3. On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Assessment tasks
Outcome 1 – Students record and document art making in the Visual Arts journal using written and visual material.
Outcome 2 – Students develop at least one finished artwork from the experimental works completed in Outcome 1.
Outcome 3 – Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist in a proposed exhibition.

UNIT 2: Art Making and Exhibiting

Areas of study
Understand ideas, artworks and exhibitions.
Develop aesthetic qualities and style based on a theme.
Resolve ideas, subject matter and style.

Outcomes
1. On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Assessment tasks
Outcome 1 - Students design and curate a thematic exhibition of six artworks.
Outcome 2 - Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion.
Outcome 3 - Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

UNIT 3: Art Making and Exhibiting

Areas of study

1. Collect – inspiration, influences & images.
2. Extend – make, critique, and reflect.
3. Connect – curate, design and propose.

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

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

Assessment
- **School-assessed Task** – Students use their Visual Arts journal to record their art making. They research artistic inspiration, artworks and collect ideas to create experimental artworks.

- **School-assessed Coursework** – Students visit a range of thematic art exhibitions, so they can research and plan their own hypothetical exhibition.
- **External assessment** - The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

UNIT 4: Art Making and Exhibiting

Areas of study

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

Outcomes

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

1. Refine and resolve at least one finished artwork in specific artform/s and document the materials, techniques and processes used in art making.
2. Plan and display at least one finished artwork and present a critique.
3. Understand the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.

Assessment tasks

- **School-assessed Task -** The presentation of at least one finished artwork documented in a Visual Art journal.
- **School-assessed Coursework** – Students visit exhibition spaces, so they can learn about the display and conservation of artworks in an exhibition. They use this prior learning to conduct a case study.
- **External assessment** - The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

BIOLOGY

Scope of study

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead 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 human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species

and more broadly to:

- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences
- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
It is **not** recommended that students would enter Unit 2 without first completing Unit 1.
It is **not** recommended that students would enter Unit 3 without Units 1 and/or 2. If they do they would be required to undertake significant **additional preparation** as prescribed by their teacher.

Unit 1: How do organisms regulate their function?

Area of study 1

How do cells function?
In this area of study students examine cells as the basic structural feature of life on Earth, including the distinction between prokaryotic and eukaryotic cells. They will explore how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

Outcome 1

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

Area of Study 2

How do plants and animal systems function?
In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals. Students examine how homeostasis in animals helps maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms in relation to body temperature, blood glucose levels and water balance.

Outcome 2

On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Assessment tasks:
For *Outcomes 1 and 2*
For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster

Area of Study 3

How do scientific investigations develop understanding of how organisms regulate their functions?
In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

Outcome 3

On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

A report related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 2: How does inheritance impact on diversity?

Area of Study 1

How is inheritance explained?

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

Outcome 1

On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Area of Study 2

How do inherited adaptations impact on diversity?

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Outcome 2

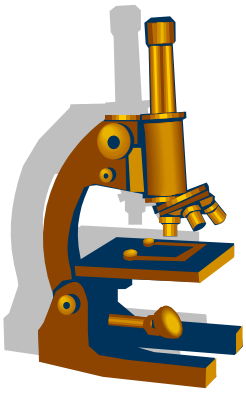
On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Assessment tasks:

For *Outcomes 1 and 2*

For each outcome, at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster



Area of Study 3

Investigation of a bioethical issue

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

Outcome 3

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

Assessment task:

A report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism.

Area of Study 1

What is the role of nucleic acids and proteins in maintaining life?
On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Area of Study 2

How are biochemical pathways regulated?
On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool.

Area of Study 1

How do organisms respond to pathogens?
On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Area of Study 2

How are species related over time?
On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Area of Study 3

How is scientific inquiry used to investigate cellular processes and/or biological change?
On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 20% to the study score.
School-assessed Coursework for Unit 4 will contribute 30% to the study score.
The examination will contribute 50% to the study score.

BUSINESS MANAGEMENT

RATIONALE

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 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.

UNIT 1: Planning a Business

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

Area of study 1: The business idea

Student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Area of study 2: Internal business environment and planning

Student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Area of study 3: External business environment and planning

Student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

UNIT 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Area of study 1: Legal requirements and financial considerations

In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

Area of study 2: Marketing a business

In this area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

Area of Study 3: Staffing a business

Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal

obligations that must be addressed and the relationship between employers and employees within a business.

UNIT 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Area of study 1: Business foundations

Students investigate potential conflicts between, and the different demands of, stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

Area of study 2: Human Resource Management

In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved.

Area of Study 3: Operations management

In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

UNIT 4: Transforming a Business

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

Area of study 1: Reviewing performance – the need for change

In this area of study students develop their understanding of the need for change.

Area of study 2: Implementing change

In this area of study students explore how businesses respond to evaluation data. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

Assessment tasks (Units 1-4)

Case study; structured questions; essay; exam.

Assessment breakdown (Units 3-4)

External Examination: 50%
Internally assessed coursework: 50%

CHEMISTRY

Introduction

Scope of study

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Rationale

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

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

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

Aims

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena.
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance.
- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts.
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
It is **not** recommended that students would enter Unit 2 without first completing Unit 1.
It is **not** recommended that students would enter Unit 3 without Units 1 and/or 2. If they do they would be required to undertake significant **additional preparation** as prescribed by their teacher.

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

Area of Study 1

How can knowledge of elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. Students explore patterns and trends of elements with reference to properties of the elements including their chemical reactivity.

Students investigate the nature of metals and their properties, including metallic nanomaterials. They investigate how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. Students examine ionic

compounds. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

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

Area of Study 2

How can the versatility of non-metals be explained?
In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. They compare how the structures of these non-metallic substances are represented and analyse the limitations of these representations. Students study a variety of organic compounds and how they are grouped into distinct chemical families. Students investigate useful materials that are made from non-metals, and relate their properties and uses to their structures. They explore the modification of polymers and the use of carbon-based nanoparticles for specific applications. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

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

Area of Study 3

Research investigation
Knowledge of the origin, structure and properties of matter has built up over time through scientific and technological research, including medical research, space research and research into alternative energy resources. This research and development is ongoing and new discoveries are being made at an accelerating rate. In this area of study students investigate one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

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

Assessment tasks
For outcomes one and two may be;
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For outcome three:
A report of an independent investigation of a topic selected from Area of Study 1 or 2, using an appropriate format, for example digital presentation, oral communication or written report.

Unit 2: What makes water such a unique chemical?

Area of Study 1

How do substances interact with water?
In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They also explore the significance of water's high specific heat capacity and latent heat of vaporization for living systems and water supplies.
Students investigate issues associated with the solubility of substances in water. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations. Students compare acids with bases and learn to distinguish between acid strength and acid concentration. The pH scale is examined and students calculate the expected pH of strong acids and strong bases of known concentration.

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

Area of Study 2

How are substances in water measured and analysed?
In this area of study students focus on the use of analytical techniques to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants. Students examine the origin and chemical nature of substances that may be present in a water supply, including contaminants, and outline sampling techniques used to assess water quality. The concept of molarity is introduced and students measure concentrations of solutions using a variety of commonly used units. Students apply the principles of stoichiometry to analyses solutions and water samples. Instrumental techniques are introduced.

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

Area of Study 3

Practical investigation
Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality.

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

Assessment task
A report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.

Unit 3: How can chemical processes be designed to optimise efficiency?

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

Area of Study 1

What are the options for energy production?
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Area of Study 2

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

Unit 4: How are organic compounds categorised, analysed and used?

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

Area of Study 1

How can the diversity of carbon compounds be explained and categorised?

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

Area of Study 2

What is the chemistry of food?

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

Area of Study 3

Practical investigation

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

PRODUCT DESIGN AND TECHNOLOGY – Wood/Metal/Fibre/Plastic

SCOPE OF STUDY

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

RATIONALE

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewelry, textile and ceramic design at both professional and vocational levels.

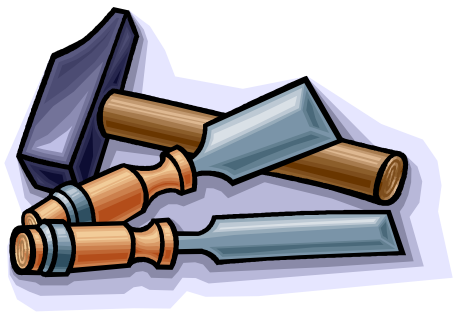
ENTRY

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

Assessment task examples

- Design folios (including the use of information and communications technology as appropriate) that contain design briefs, research, design ideas and options, documentation of decisions, materials lists and production plans;
- Production work and records of production and modification;
- Short written reports (materials testing activities, industry visits, technical reports, product evaluation reports, process evaluation reports);
- Oral Presentation supported by notes and/or visual materials.
- A case study of Analysis
- Unit 3 and 4 School-Assessed Coursework (SAC) 20%
- Units 3 and 4 School-Assessed Task: (SAT 50%
- End of year examination: 30%

Details of assessment program are described in the sections on the Units 3 and 4 in the Study Design.



UNIT 1: Sustainable Product Redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Area of Study 1 (Sustainable Redevelopment of a Product): provides an introduction and structured approach towards the Product design process and Product design factors with an emphasis on sustainability.

In Area of Study 2, (Producing and Evaluating a Redeveloped Product): students make a redeveloped product safely using tools, equipment, machines and materials, compare it with the original design and evaluate the success of their design improvements.

UNIT 2: Collaborative Design

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.

In Area of Study 1 (Designing within a Team) This area of study enables students to apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Students develop solutions that demonstrate an understanding of user-centred design factors. They investigate an historical or a contemporary design movement or style for inspiration

In Area of Study 2 (Producing and Evaluating within a Team) In this area of study students apply knowledge, skills, techniques and processes, including risk management, to make their product, designed in Area of Study 1.

UNIT 3: Applying the product design process

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.

In Area of Study 1 (Designing for end-users/s) In this area of study students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution.

In Area of Study 2 (Product development in industry) This area of study focuses on the range of factors, processes and systems that influence the design and development of products within industrial settings.

In Area of Study 3 (Designing for others) This area of study focuses on students working as designers and applying the product design process to meet the requirements of an end-user/s. Students prepare a design brief which will guide their work into unit 4.

UNIT 4: Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout of 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.

In Area of Study 1 (Product analysis and comparison) In this area of study students examine design factors that influence the success of commercially available products. Students use types of comparative analysis to determine how well similar, commercially produced products fulfil their purpose.

In Area of Study 2 (Product manufacture) This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of an end-user/s as they continue to develop and safely manufacture the product to specified standards of quality.

In Area of Study 3 (Product evaluation) This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3.

ENGLISH

RATIONALE

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

AIMS

This study is designed to enable students to:

- extend their competence in using standard Australian English in meeting the demands of further study, the workplace, and their own needs and interests
- extend their language skills through thinking, reading, writing, speaking and listening
- communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences
- present and justify their own points of view coherently and thoughtfully, both orally and in writing
- evaluate critically points of view expressed by others.

UNIT 1: English

Areas of study

1. Reading and Creating Texts
2. Analysing and Presenting Arguments

Outcomes

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

1. produce an analytical interpretation of the construction and features of a text.
2. produce a creative response to a selected text.
3. analyse how argument and persuasive language can be used to position an audience.
4. create a text to position audiences

Assessment Tasks

Assessment tasks for this unit include:

- an analytical response to a set text
- a creative response to a set text
- an analysis of the use of argument and persuasive language in texts
- persuasive text intended to position audiences

UNIT 2: English

Areas of study

1. Reading and Comparing Texts
2. Analysing and Presenting Argument

Outcomes

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

1. compare the presentation of ideas, issues and themes in two texts.
2. identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience
3. create a text which presents a point of view.

Assessment Tasks

Assessment tasks for this unit include:

- a comparative analytical response to set texts
- an analysis of the use of argument and persuasive language in texts
- a persuasive text that presents an argument or viewpoint

Examination; Unit 2

UNIT 3: English

Areas of study

1. Reading and Creating/Reading and Responding
2. Analysing Argument

Outcomes

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

1. Develop and justify a detailed interpretation of selected texts.
2. Draw on a chosen text to create written texts for an audience with a purpose and to discuss their decisions about form, purpose, language, audience and context.
3. Analyse in writing how a selected text constructs meaning, conveys ideas and values and is open to interpretation.

Assessment Tasks

School Assessed Coursework
Contributes 25 % to the final assessment

Assessment includes:

1. An analytical/expository response to a selected text and exploration of how it constructs meaning.
2. Written texts created for a specific audience and Context, with a written explanation of decisions about form, purpose, language, audience and context.
3. Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media, and a sustained and reasoned point of view on the selected issue in written or oral form.

UNIT 4: English

Areas of study

1. Reading and Comparing Texts
2. Presenting Argument

Outcomes

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

1. Compare the presentation of ideas, issues and themes in two texts.
2. Create a text which presents a point of view.

Assessment tasks

School Assessed Coursework
Contributes 25% to the final assessment

Assessment tasks for this unit include:

1. A comparative analytical response to set texts
2. An oral presentation demonstrating the use of argument and persuasive language

End of year Examination
Units 3 & 4 contributes 50% to the final assessment

ENGLISH LANGUAGE

RATIONALE

This study aims to enable students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups. They observe and discuss contemporary language in use to develop their analytical skills and understanding of linguistics. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields.

AIMS

This study enables students to:

- describe and analyse the structures, features and functions of spoken and written English language, using an appropriate metalanguage
- investigate language acquisition, use, variation, and change over time
- reflect critically on attitudes to language in both its historical and contemporary contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian language
- explore and analyse the interplay between convention and creativity in language use
- develop an awareness of their own critical, selective and innovative use of language and apply it to their own writing and speaking
- demonstrate, in the creation of their own texts, effective and competent use of Standard Australian

UNIT 1: Language and Communication

Areas of study

1. The nature and functions of language
2. Language acquisition

Outcomes

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

1. identify and describe primary aspects of the nature and functions of human language
2. describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Assessment tasks

Assessment tasks for this unit are selected from the following:

- a folio
- an investigative report
- a test
- an essay
- a case study
- short-answer questions
- a written or an oral analysis of data
- an analysis of spoken and/or written text
- an oral and/or a multimodal presentation.

UNIT 2: Language Change

Areas of study

1. English across time
2. Englishes in contact

Outcomes

On completion of this unit the student should be able:

1. Describe language change as represented in a range of texts and analyse a range of attitudes to language change
2. Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts..

Assessment tasks

Assessment tasks for this unit are selected from the following:

- a folio
- an investigative report
- a test
- an essay
- a case study
- short-answer questions
- a written or an oral analysis of data
- an analysis of spoken and/or written text
- an oral and/or a multimodal presentation.

UNIT 3: English

Areas of study

3. Reading and Responding to Texts
4. Creating Text

Outcomes

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

4. Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
5. Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Assessment Tasks

School Assessed Coursework
Contributes 25 % to the final assessment

Assessment includes:

4. An analytical/expository response to a selected text and exploration of how it constructs meaning.
5. Producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose.
6. A written explanation of the writing process and their authorial intention.

UNIT 4: English

Areas of study

3. Reading and Responding to Texts
4. Analysing Argument

Outcomes

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

3. Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual);
4. Create a text which presents a point of view.

Assessment tasks

School Assessed Coursework
Contributes 25% to the final assessment

Assessment tasks for this unit include:

3. A comparative analytical response to set texts
4. An oral presentation demonstrating the use of argument and persuasive language

End of year Examination
Units 3 & 4 contributes 50% to the final assessment

ENGLISH AS AN ADDITIONAL LANGUAGE

RATIONALE

Students need to apply for eligibility to study English as a Second Language. Guidelines for eligibility are available through the school. Broadly speaking students must have had less than seven years of schooling in Australia.

This study aims to enable students to develop their critical understanding and control of the English Language so that they can use it in a wide range of situations, ranging from the personal and informal to more public situations, and to develop a level of competence adequate for the demands of further education, post-school employment and participation in society.

AIMS

The study is designed to enable students to:

- extend their competence in using standard English to meet the demands of further education, the workplace and their own needs and interests;
- extend their language through thinking, reading, writing, speaking and listening;
- understand how writers and film makers structure texts to convey meaning;
- communicate ideas, feelings, observation and information effectively, both orally and in writing to a variety of audiences;
- present and justify their own point of view coherently and thoughtfully, both orally and in writing;
- evaluate critically points of view expressed by others;
- listen and infer meaning through context of spoken texts.

UNIT 1: English as an Additional Language

Areas of study

1. Reading and Creating
2. Analysing and presenting argument

Outcomes

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

1. produce analytical AND creative responses.
2. identify and analyse how argument and persuasive language are used in texts can be used to position audiences and create their own texts to position audiences
3. at least one text for EAL students should be in spoken form or have a spoken component to allow for assessment of listening skills.

Assessment tasks

Assessment tasks for this unit include:

- Identify and discuss key aspects of a set text, and construct a piece in oral or written form
- Create and present texts, including analytical, personal, creative, argumentative and informative
- Presenting a point of view on a current issue, either in writing or orally.

UNIT 2: English as an Additional Language

Areas of study

1. Reading and creating texts
2. Reading and comparing texts
3. Analysing and presenting argument
4. Listening to texts

Outcomes

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

1. should be able to compare the presentation of ideas issues and themes in two texts.

2. Analysing argument to compare the use compare the use of argument and persuasive language in texts that present an issue and present a sustained piece (oral) on a point of view on an issue currently in the media. (3-5 min.)
3. Produce a detailed comparison which analyses how two texts present ideas, issues and themes.
4. Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment tasks

Assessment tasks for this unit include:

- Discuss and analyse how texts convey ways of thinking about characters, ideas and themes, and construct a response in oral or written form.
- Create and present texts taking into account audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in oral or written form.

UNIT 3: English as an Additional Language

Areas of study

1. Reading and the study of texts
2. The craft of writing
3. Effective oral communication

Outcomes

On completion of this unit students should be able to:

1. produce analytical interpretation of a selected text, or a creative response to a different selected text
2. explain the way writers and film makers structure texts to convey meaning
3. convey complex ideas and information orally.

Assessment tasks

School Assessed Coursework

Accounts for 25% of the final assessment

Assessment tasks for this unit include:

- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
- Respond to a chosen context by creating written texts for a specified audience and purpose.
- identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a texts which present a point of view.
- Listening task
- Analysis and comparison of argument within multiple texts

End-of-Year Examination will account for 50% of final assessment

UNIT 4: English as an Additional Language

Areas of study

1. Reading and comparing the study texts
2. Presenting a sustained argument to an audience for persuasive purposes

Outcomes

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

1. develop and justify a detailed interpretation of selected texts.
2. construct a sustained and reasoned point of view on an issue currently debated in the media. Oral.
3. produce a detailed comparison which analyses how two texts present ideas, issues and themes.

Assessment tasks

Assessment tasks for this unit include:

- Develop a sustained argument on a contemporary issue.
- Produce a detailed comparison which analyses how two texts present ideas, issues and themes

Examination

External Units 3&4 examination accounts for 50% of the final assessment.

LITERATURE

Rationale

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Aims

This study enables students to:

- enjoy reading a range of challenging literary texts
- approach unfamiliar texts and negotiate diverse literary territories with confidence
- explore the ways in which authors craft their writing
- recognise there are many possible ways of interpreting literary texts
- develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning
- write creatively and critically, and develop their individual voice
- consider the views of others, including when developing interpretations
- express their ideas, through all language modes, with insight and flair.

UNIT 1:

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.

Area of Study 1

Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Outcome 1

On completion of this unit the student should be able to respond to a range of texts through close analysis.

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

Key knowledge

- the significance of characters, settings and events featured in the texts in shaping reader response
- the ways the literary forms, features and language of texts can guide readers to meaning in print and non-print texts
- the ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society
- the conventions of presentation, discussion and/or debate
- the features appropriate for written and oral responses, including structure, conventions and language

Key skills

- develop and produce close analysis written and/or oral responses to texts
- discuss how the literary forms, features and language of texts contribute to meaning
- discuss how their own views, values and contexts influence their readings of texts
- explore, interpret and reflect on different ideas and values represented in literature
- apply understanding of other interpretations to their reading of a text(s)
- use evidence from the texts to support a response

Area of Study 2

Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Outcome 2

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

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

Key knowledge

- conventions of a movement or genre, including language, settings, narrative structures and characterisation
- the ways the conventions of a movement or genre contribute to meaning
- the ideas and concerns embedded in text typical of a movement or genre
- assumptions and representations in texts typical of a movement or genre
- the conventions of presentation, discussion and/or debate
- the features appropriate for written and oral responses, including structure, conventions and language

Key skills

- explore the replication of conventions across at least one complete text alongside multiple samples of other texts typical of a movement or genre
- comment on how the conventions of a movement or genre contribute to meaning
- analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
- explore and experiment with the assumptions and representations in texts associated with a movement or genre
- develop and produce analytical and creative written and/or oral responses to texts

UNIT 2:

Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.
Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.
Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Outcome 1

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

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

Key knowledge

- the significance and interconnectedness of place, culture and identity in Aboriginal and Torres Strait Islander texts
- Aboriginal and Torres Strait Islander concepts of storytelling, text and language
- the impact of colonisation on and the place of reconciliation in literary representations of and by Aboriginal and Torres Strait Islander peoples
- Aboriginal and Torres Strait Islander experiences of colonisation and its ongoing consequences, and issues of reconciliation and reclamation as represented in a text(s)
- the conventions of presentation, discussion and/or debate
- the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language

Key skills

- engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling
- investigate and research the voices and stories of Aboriginal and Torres Strait Islander peoples
- reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples
- comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint
- share and listen to stories within the context of Australian culture and landscapes
- develop and produce creative and/or analytical responses to texts

The text in its context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome 2

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

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

Key knowledge

- the features of society and the ideas and behaviour that the text appears to endorse and/or critique
- the ways the literary forms, features and language of texts reveal the specific time period and/or culture represented in a text
- the ways in which characters, setting, events and ideas convey the social and cultural concerns of a text
- the conventions of presentation, discussion and/or debate
- the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language

Key skills

- explore and analyse how a text represents its historical, social and cultural context
- develop critical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text
- explore how a text enables an understanding of a specific time period and/or culture
- develop and produce creative and/or analytical responses to texts

Unit 3:

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.

Area of Study 1

Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Outcome 1

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

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

Key knowledge

- the ways the literary forms, features and language of texts affect the making of meaning
- the ways the context of a text informs viewpoints, assumptions and ideas
- the ways that the viewpoints of the creators may inform or influence adaptations of texts
- differences in meaning that may be created when a text is adapted or transformed
- the conventions of presentation, discussion and/or debate

- the features appropriate for analytical responses, including structure, conventions and language

Key skills

- analyse a text in terms of literary forms, features and language
- explore and analyse viewpoints, assumptions and ideas of a text
- discuss and explore the similarities and differences between the original and the adapted or transformed text
- apply and explore the conventions of presentation, discussion and/or debate
- develop and produce analytical responses to texts
  - identify and analyse similarities and differences in the texts under consideration, exploring ideas, structures, features, forms and language
  - select and use textual evidence to illustrate and support assertions and interpretations
  - interweave the exploration of texts under consideration to foreground comparison and contrast as the key element of analysis
  - plan, create and refine a response that is expressive and fluent

Area of Study 2

Developing interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.
Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcome 2

On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

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

Key knowledge

- the historical, social and cultural context in which a text is set and/or written
- the ideas of a text and the ways in which they are presented
- the views, values and assumptions of a text, and the ways these are endorsed, challenged and/or marginalised
- an interpretation of a set text through close reading and exploration, and in consideration of the text's context
- a second interpretation of a set text through an exploration of a supplementary reading
- the ways the literary form, features and language of a text make meaning
- the conventions of presentation, discussion and/or debate
- the features appropriate for analytical responses, including structure, conventions and language

Key skills

- explore the historical, social and cultural context of a text
- identify and explore the ideas of a text and the ways in which they are presented
- explore, discuss and analyse the views, values and assumptions of a text within its historical, social and cultural context
- develop and explore an interpretation of a set text drawn from discussion and analysis of the ideas, views and values
- develop and explore a second interpretation of a set text through an exploration of a supplementary reading, considering the implications of changing historical, social and cultural contexts
- apply and explore the conventions of presentation, discussion and/or debate

Unit 4: Interpreting texts

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.

Area of Study 1

Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Outcome 1

On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

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

Key knowledge

- understanding of the point of view, context and form of the original text
- the conventions of presentation, discussion and/or debate
- the ways the literary form, features and language convey the ideas of the original text
- techniques used to create, recreate or adapt a text and how they represent particular views and values

Key skills

- discuss elements of construction, context, point of view and form particular to the text, and apply understanding of these in a creative response
- analyse closely the literary form, features and language of a text
- reflect on how language choices and literary features from the original text are used in their adaptation
- apply and explore the conventions of presentation, discussion and/or debate
- develop and produce creative responses to texts

- consider key ideas or elements from the original text to develop a creative response
- choose a form that demonstrates a connection with and understanding of the original text
- use structures and features that reflect the original text, exploring point of view and context
- use stylistically appropriate features drawn from the original text
- plan, create and refine a creative response that is fluent and coherent

Area of Study 2

Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Outcome 2

On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

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

Key knowledge

- how the nuances of language shape understanding of a whole text
- correlations between key passages of a text when developing a coherent view
- the views and values suggested in a text
- the conventions of presentation, discussion and/or debate
- the language conventions associated with formal textual analysis

Key skills

- analyse the literary form, features and language throughout a text, and synthesise analysis of these elements into a coherent view
- analyse how key passages contribute to an understanding of the whole text
- apply and explore the conventions of presentation, discussion and/or debate
- develop and produce analytical responses to texts
  - develop an understanding of the text and propose interpretations
  - explore the ways key passages reveal developments in the text and how they relate to the text as a whole
  - closely read and annotate passages, exploring and analysing key language and literary features to unpack meanings and test interpretations
  - select significant examples from the passages to analyse in order to present an interpretation of the passages in the context of the whole text
  - closely analyse the nuances of literary forms, features and language by considering their diverse effects and meanings, and considering these effects and meanings in relation to an interpretation of the text as a whole
  - embed an understanding of the text's context, views and values in the interpretation
  - develop an authentic voice
  - plan, create and refine a coherent, expressive and fluent response

FOOD STUDIES

RATIONALE

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

AIMS

This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choice
- research and discuss issues relating to economic, environmental and ethical dimensions of our food system
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

UNIT 1: Food Origins

Areas of study

1. Food around the world.
2. Food in Australia.

Outcomes

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

1. Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Assessment tasks

Assessment tasks for this unit include:

- A range of practical activities, with records
- Written or oral reports
- Practical demonstrations

UNIT 2: Food Makers

Areas of study

1. Food industries
2. Food in the home.

Outcomes

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

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

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

Assessment tasks

Assessment tasks for this unit include:

- design and develop a practical food solution.

UNIT 3: Food in Daily Life

Areas of study

1. The science of food
2. Food choice, health and wellbeing.

Outcomes

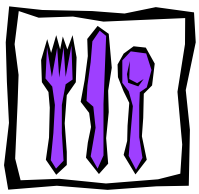
On completion of this unit the student should be able to:

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

Assessment tasks

Assessment tasks for this unit include:

1. a range of practical activities, with records
2. written or oral reports
3. practical demonstrations.



UNIT 4: Food Issues, Challenges and Futures

Areas of study

1. Environment and ethics
2. Navigating food information.

Outcomes

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

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

Assessment tasks

Assessment tasks for this unit include:

- a range of practical activities, with records
- Written or oral reports
- Practical demonstrations

Units 3 and 4 are also assessed by an end of year examination.

Assessment Overall

Unit 3 SAC's	30%	}	
		}	Completed in class
Unit 4 SAC's	30%	}	

End of year exam 40%

Food Studies subject fees year 11 and 12. Yearlong VCE subject fee payments are due by the end of term one or please contact the school to arrange a payment plan.

GEOGRAPHY

RATIONALE

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 other parts of the world.

Students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

AIMS

This study enables students to:

- develop a sense of wonder and curiosity about people, culture and environments throughout the world
- develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- understand and apply geographic concepts including place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability to develop their ability to think and communicate geographically
- develop an understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- understand the importance of Geography in analysing issues and challenges to human welfare and the environment, at a range of scales
- develop an understanding of the role and application of Geography in the planning and management of human welfare and the environment.

UNIT 1: Hazards and Disasters

Areas of study

Students examine hazards and disasters and the responses to them.

Hazards include a wide range of events from those within local areas to those on a regional or global scale. This unit examines the processes involved with hazards including their causes and impacts, human responses and the interconnections between human activities and natural phenomena. How can we reduce the impact and our vulnerability to hazards and disasters?

Possible topics include volcanic activity, erosion, earthquakes, tsunamis, avalanches, droughts, floods, bushfires, infectious diseases, plant and animal invasions (eg. blackberries and cane toads), oil spills, air pollution, radiation leaks, climate change.

Key skills

- analyse maps, data and other geographic information to develop descriptions and explanations
- collect, sort, process and represent data and other information
- interpret and analyse maps and other geographical data and information
- identify contrasting hazards and hazard types
- describe the characteristics of selected hazards
- describe and explain the causes, sequence and impacts of hazards and hazard events
- explain the role of spatial technologies in identification and assessment of the impacts, and management of hazards and hazard events.

Outcomes

There are two assessment outcomes for each unit. One will be based on a field work report.

Assessment tasks

Assessment tasks for this unit may include:

- field work
- data processing and presentation – graphs, maps, annotated visual display
- research reports
- tests
- short answer questions
- written responses

Unit 2: Tourism

Areas of study

Over 1 billion people travel internationally each year. The scale of tourist movements since the 1950s, and the predicted growth, has had a significant impact on environments, economies and cultures. The travel and tourism industry is responsible for 1 in 12 jobs globally.

Students study the characteristics and development of tourism, the locations of different types of tourism and the factors affecting tourism at both a local and international scale.

Key skills

- analyse maps, data and other geographic information to develop descriptions and explanations
- collect, sort, process and represent data and other information
- interpret and analyse maps and other geographical data and information
- identify the characteristics of tourism
- describe the changing sources and destinations of different types of tourism
- describe and explain the different types of tourism and tourist locations and destinations
- describe and explain the factors affecting different types of tourism
- explain the usefulness of spatial technologies for the tourism industry.

Outcomes

There are two assessment outcomes for each unit.

Assessment tasks

Assessment tasks for this unit include:

- field work
- data processing and presentation – graphs, maps, annotated visual display
- research reports
- tests
- short answer questions
- written responses

At least one assessment task will include fieldwork for each unit.

UNIT 3: Changing the land

1. Land use change: In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources

2. In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets.

Outcomes

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

1. On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.

2. On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Assessment tasks

School assessed coursework

Two assessment tasks for the unit including:

- a test, data analysis, multimedia presentation, report, or short answer questions
- a written fieldwork report.

No Examination in Unit 3.

UNIT 4: Global Perspectives

Areas of study

1. Population dynamics: In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics, students investigate both causes and impacts of the growth and decline in fertility and mortality, together with population movements.

2. Population issues and challenges: In this area of study students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Issues resulting from these population trends include, among others, meeting healthcare and social service needs.

Outcomes

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

1. analyse, describe and explain population dynamics on a global scale.

2 analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment tasks

School assessed coursework

Two assessments tasks for the unit including any two of:

- a data analysis
- case study
- a multimedia presentation
- a structured essay
- a report
- short answer questions
- a test.

Examination in November on Unit 3 and Unit 4.

HEALTH AND HUMAN DEVELOPMENT

RATIONALE

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Students consider wellbeing to be an implicit element of health.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors. They look at how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Structure

The study is made up of four units taught over 2 years. Unit 1 and 2 in the first year of study and Units 3 and 4 in the second year.

UNIT 1: Understanding health and wellbeing

Areas of study

1. Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

2. Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

3. Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

UNIT 2: Managing health and development

Areas of study

1. Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be

a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

2. Health Care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

UNIT 3: Australia's health in a globalized world

Areas of study

1. Understanding health and wellbeing – 50%

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

2. Promoting health and wellbeing – 50%

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health. Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

UNIT 4: Health and human development in a global context

Areas of study

1. Health and wellbeing in a global context – 50%

This area of study looks at similarities and differences in major burdens of disease in low- , middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

2. Health and the Sustainable Development Goals – 50%

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 1 and 2 – students are required to pass all outcomes
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

HISTORY – Modern History

RATIONALE

History is the practice of understanding and making meaning of the past. It is important as it gives you greater access to the world we live in and a better understanding of how it works and why. Modern History focuses on the period between 1900 to 1939 and the social & cultural change in Germany after WW1, the legacy of the after war peace treaties, and the Nazification of Germany. Modern History also covers from 1945 to the present, covering the Cold War, and social movements that still influence us today. History grows our ability to think critically about what we see, why we see it, and how we can understand it.

AIMS

The study is designed to enable students to:

- develop an understanding of change over time
- understand how people in different times and cultures have interacted
- develop skills to analyse the ways in which the past has been represented
- acquire a broad historical knowledge.

UNIT 1: Modern History (1900-1945)

The primary focus here is of the inter-war period experienced throughout Europe. We specifically focus on the unintended impacts the peace treaties had, and the social and cultural changes Germany experienced under the Weimar and Nazi eras.

Areas of study

1. Ideology and conflict
2. Social and cultural change

Outcomes

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

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years. (Weimar and Nazi Germany)

Assessment tasks

Assessment tasks for this unit will be a selection of:

- Evaluation of historical sources
- Film reviews
- Essays
- Analysis of events
- Short reports
- Group investigation
- Dissecting propaganda

UNIT 2: Modern History (1945-present)

We specifically look into the clash of ideologies that was 'The Cold War', and the impact of this confrontation. We look at specific events such as the Atom Bomb, the Cuban Missile Crisis and the Korean War etc. We also investigate significant social & cultural movements and identify the changes they had on society then, and how we can still see their influence now.

Areas of study

1. Competing ideologies – The Cold War
2. Challenge and change – Significant Social movements (Feminism, Environmentalism, Racial inequality, Terrorism etc.)

Outcomes

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

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment tasks

Assessment tasks for this unit include a selection of:

- Evaluation of historical sources
- Propaganda creation
- Collaboration and discussion
- Individual Inquiry projects
- Essays

HISTORY (REVOLUTIONS)

RATIONALE

History is the practice of understanding and making meaning from the past. Revolutions focuses on arguably the 2 most significant world events (The French Revolution 1781-1795 and the Russian Revolution of October 1917) that have helped create present day society.

Examination

50% of final assessment.

UNIT 3: THE FRENCH REVOLUTION (1781-1795)

The old regime of France was based upon a society built on privilege and the absolute power of the King. By the 1780s, the inequality of this social order had been questioned by enlightened thinkers and ridiculed by crude depictions of the decadent lifestyle of Versailles. An ongoing financial crisis focused attention on the forms of inequality entrenched within society, which in turn led to demands for some form of representative government. The dramatic events of 1789 – The Tennis Court Oath and Storming of the Bastille – did not seek to remove the King, but to make him accept a representative Parliament. Yet, by 1792, France was at war with the rest of Europe and internally with its own people. A new invention called the Guillotine would be introduced and some 30,000 French citizens would be executed in the Terror – including the King, his wife Marie-Antoinette and many of the original revolutionaries of 1789.

Areas of study

1. Causes of revolution
2. Consequences of revolution

Outcomes

1. On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
2. On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment tasks

School assessed coursework (25 per cent of final assessment)

- Evaluation of Historical Sources
- Historical Inquiry

UNIT 4: THE RUSSIAN REVOLUTION (1896-1927)

Russia in the 19th and 20th centuries was one of the most creative contributors to European culture. Russia was governed autocratically by a tsar who was backed by a serf-owning gentry and ranked and noble-officials. Guided by the Russian Orthodox Church, Russia maintained a mighty army and kingdom. However, Russia's rules became increasingly out of touch and the people wanted more. Educated people blamed the autocracy for Russia's backwardness. The **Russian Revolution** took place in 1917, during the final phase of World War I. It removed **Russia** from the war and brought about the transformation of the **Russian** Empire into the Union of **Soviet** Socialist Republics (USSR), replacing **Russia's** traditional monarchy with the world's first Communist state.

Areas of study

1. Causes of revolution
2. Consequences of revolution

Outcomes

1. On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
2. On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment tasks

School assessed coursework (25% of final assessment)

1. Essay
2. Evaluation of Historical Sources

APPLIED COMPUTING

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and 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.

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.

Structure

The study is made up of six units.

- Unit 1 & 2: Applied computing
- Unit 3 & 4: Data analytics
- Unit 3 & 4: Software development
-

UNIT 1: Applied Computing

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.

Areas of study

1. Database software, spreadsheet software and data visualisation software.
2. An appropriate programming language.

Outcome 1

On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.

Outcome 2

On completion of this unit the student should be able to interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language.

Assessment tasks

- a presentation (oral, multimedia, visual) to present findings or software solutions.
- a folio of exercises or software solutions and a written report

UNIT 2: Applied Computing

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.

Areas of study

1. Innovative Solutions
2. Network Security

Outcome 1

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.

Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Assessment tasks

- a presentation (oral, multimedia, visual) of an innovative solution
- a case study with structured questions

DATA ANALYTICS

UNIT 3: Data Analytics

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.

Areas of study

1. Data Analytics
2. Data analytics: analysis and design

Outcome 1

On completion of this unit the student should be able to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

Outcome 2

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

Assessment tasks

- Coursework (Unit 3 - 10%, Unit 4 – 10%)
- School Assessed Task (Units 3 & 4) - Data Project - 30%:
- Written Exam (Units 3 & 4) - 50%

UNIT 4: Data Analytics

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.

Areas of study

1. Data analytics: development and evaluation
2. Cybersecurity: data and information security

Outcome 1

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

Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to 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.

Assessment tasks

- Coursework (Unit 3 - 10%, Unit 4 – 10%)
- School Assessed Task (Units 3 & 4) - Data Project - 30%:
- Written Exam (Units 3 & 4) - 50%

SOFTWARE DEVELOPMENT

UNIT 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Areas of study

1. Software Development - Programming
2. Software Development - Analysis and Design

Outcome 1

On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

Outcome 2

On completion of this unit the student should be able to analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Assessment tasks

- Coursework (Unit 3 - 10%, Unit 4 – 10%)
- School Assessed Task (Units 3 & 4) - Data Project - 30%:
- Written Exam (Units 3 & 4) - 50%

UNIT 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of study

1. Software Development – Development and Evaluation
2. Cybersecurity: software security

Outcome 1

On completion of this unit the student should be able to develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Assessment tasks

- Coursework (Unit 3 - 10%, Unit 4 – 10%)
- School Assessed Task (Units 3 & 4) - Software Project - 30%:
- Written Exam (Units 3 & 4) - 50%

LEGAL STUDIES

RATIONALE

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

UNIT 1: Guilt and Liability

Areas of study 1: Legal Foundations

Students should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Areas of study 2: Presumption of Innocence

Students should be able to explain the purposes and key concepts of criminal law,and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Area of study 3: Civil Liability

Students should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

UNIT 2: Sanctions, remedies and rights

Areas of study 1: Sanctions

Students should be able to explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Areas of study 2: Remedies

Students should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Areas of study 3: Rights

Students should be able to 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.

UNIT 3: Rights and Justice

Areas of study 1: The Victorian criminal justice system.

Students should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Areas of study 2: The Victorian civil justice system.

Students should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

UNIT 4: The people and the law

Areas of study 1: The people and the Australian Constitution

Studenst should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

Areas of study 2: The people, the parliament and the courts

Studenst should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment tasks: Units 3 & 4

Assessment of levels of achievement

The student's level of achievement in Units 3 & 4 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Units 3 & 4 will contribute 25 per cent to the final assessment each. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

LANGUAGE – INDONESIAN

VCE Indonesian

The study of Indonesian contributes to the overall education of our students who live in a culturally diverse world. Areas of focus are communication, cross-cultural understanding and awareness, literacy and general knowledge. The culture of our Indonesian-speaking neighbors is a prominent focus. Students discover the potential to apply Indonesian to work, further study, training or leisure.

The 2024 Year 11 and Year 12 Program explores the Indonesian language and culture under three main themes: THE INDIVIDUAL; THE INDONESIAN-SPEAKING COMMUNITIES; THE WORLD AROUND US. Each theme is further divided into many subtopics.

THE INDIVIDUAL	THE INDONESIAN-SPEAKING COMMUNITIES	THE WORLD AROUND US
Personal world	Lifestyles	Social issues
Education and aspirations	Visiting Indonesia	The world of work
Personal opinions and values	Customs and traditions	Environmental issues
	Arts and entertainment	Australian and Indonesian relations
	Stories from the past	

VCE UNIT 1: Indonesian

Areas of study

1. Interpersonal Communication
2. Interpretative Communication
3. Presentational Communication

Outcomes

On completion of this unit, the student should be able to establish and maintain a conversation, write about personal experiences, listen for and read for specific information and respond personally to real or imaginative experiences.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing Task
- Writing Task

VCE UNIT 2: Indonesian

Areas of study

1. Interpersonal Communication
2. Interpretative Communication
3. Presentational Communication

Outcomes

On completion of this unit, the student should be able to learn to negotiate through role plays, read and listen to information and write or perform a personal or imaginative piece.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing Task
- Writing Task

RATIONALE and AIMS

The study of Indonesian contributes to the overall education of our students who live in a culturally diverse world. Areas of focus are communication, cross-cultural understanding and awareness, literacy and general knowledge. The culture of our Indonesian-speaking neighbors is a prominent focus. Students discover the potential to apply Indonesian to work, further study, training or leisure.

VCE UNIT 3: Indonesian

Areas of study

1. Interpersonal Communication
2. Interpretative Communication
3. Presentational Communication

Outcomes

On completion of this unit the student should be able to express ideas through speaking and writing, analyse and use information they have heard or viewed, and exchange information, opinions and experiences through speaking and writing.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing Task
- Writing Task

VCE UNIT 4: Indonesian

Areas of study

1. Interpersonal Communication
2. Interpretative Communication
3. Presentational Communication

Outcomes

On completion of this unit, the student should be able to analyse and use information from written texts, respond critically to spoken, visual written texts which reflect aspects of the language and culture.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing Task
- Writing Task

Examination

External oral assessment in October and written assessment in November.

LANGUAGE – ITALIAN

VCE Italian

RATIONALE and AIMS

The study of Italian contributes to the overall education of our students who live in a culturally diverse world. Areas of focus are communication, cross-cultural understanding and awareness, literacy and general knowledge. The students discover the potential to apply Italian to work, further study, training or leisure.

The 2024 Year 11 and Year 12 Program explores the Italian language and culture under three main themes: THE INDIVIDUAL; THE ITALIAN-SPEAKING COMMUNITIES; THE WORLD AROUND US. Each theme is further divided into many subtopics.

THE INDIVIDUAL	THE ITALIAN-SPEAKING COMMUNITIES	THE WORLD AROUND US
Personal identities and lifestyles	The Italian cultural heritage	Global and contemporary society
Relationships	Historical / contemporary people and events	Communication and media
Education and aspirations	Living in an Italian community	The influence of science and technology

VCE UNIT 1: Italian

Areas of study

- Interpersonal communication
- Interpretative communication
- Presentational communication

Outcomes

On completion of this unit, the student should be able to establish and maintain a conversation, write about personal experiences, listen for and read for specific information and respond personally to real or imaginative experiences.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing task
- Writing Task

VCE UNIT 2: Italian

Areas of study

- Interpersonal communication
- Interpretative communication
- Presentational communication

Outcomes

On completion of this unit, the student should be able to learn to negotiate through role-plays, read and listen to information and write or perform a personal or imaginative piece.

Assessment tasks

- Speaking Task
- Reading, Listening and Viewing task
- Writing Task

VCE UNIT 3: Italian

Areas of study
- Interpersonal communication
- Interpretative communication
- Presentational communication

Outcomes
On completion of this unit, the student should be able to express ideas through speaking and writing, analyse and use information they have heard, and exchange information, opinions and experiences through speaking and writing.

Assessment tasks
- Speaking Task
- Reading, Listening and Viewing task
- Writing Task

VCE UNIT 4: Italian

Areas of study
- Interpersonal communication
- Interpretative communication
- Presentational communication

Outcomes
On completion of this unit, the student should be able to analyse and use information from written texts, respond critically to spoken and written texts which reflect aspects of the language and culture.

Assessment tasks
- Speaking Task
- Reading, Listening and Viewing task
- Writing Task

Examination
Written and oral exam, details to be confirmed by VCAA

MATHEMATICS

RATIONALE

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment.

UNDERLYING PRINCIPLE

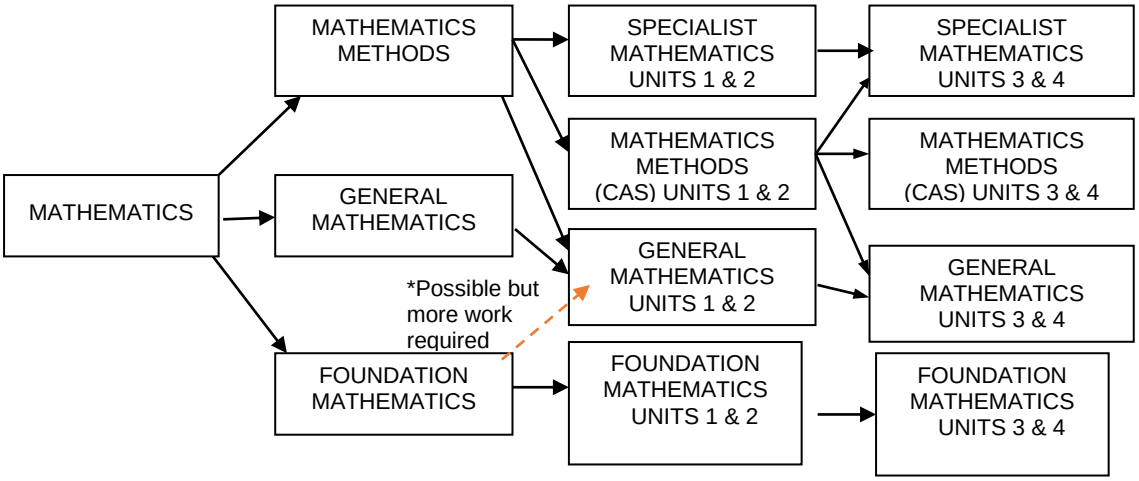
It is an underlying principle of the Mathematics study that all students will engage in and demonstrate the following outcomes:

1. **Apply knowledge and skills**
   The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.

2. **Model, investigate and solve problems**
   The creative application of mathematical knowledge and skills in unfamiliar situations, including real-life situations, which require investigative, modelling or problem-solving approaches.

3. **Use technology**
   The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

Pathways in Mathematics



Unit Outlines – Year 11 Mathematics

UNITS 1 AND 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET and VCE-VM programs.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

Areas of study

The areas of study for Units 1 and 2 of Foundation Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Outcomes

For each unit students are required to demonstrate achievement of three outcomes.

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

1. Use confidently and competently mathematical skills and concepts from selected areas of study of Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.
2. To apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and use technology to apply mathematics to a range of practical contexts.

Assessment tasks

Assessment tasks for Outcome 1 – a selection of:

- portfolio
- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Assessment tasks for Outcome 2 – a selection of:

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

Assessment tasks for Outcome 3: although some specific tasks may be set to enable this outcome to be demonstrated, some or all of the assessment tasks for Outcomes 1 and 2 will incorporate the effective and appropriate use of technology and enable assessment of Outcome 3.

UNITS 1 AND 2: General Mathematics

RATIONALE

General Mathematics provides courses of study for diverse groups of students. Most students studying General Mathematics will intend to study General Mathematics 3 & 4.

Areas of study

Each Unit will cover four or more topics from the Areas of study listed, to align with the Units chosen for General Mathematics Units 3 and 4.

The Areas of study are:

1. Algebra, Number and Structure
2. Functions Relations and graphs
3. Discrete Mathematics
4. Data Analysis, Probability and Statistics
5. Space and Measurement

Outcomes

For each unit students are required to demonstrate achievement of three outcomes:

Outcome 1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
Outcome 2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
Outcome 3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

A CAS calculator (Casio ClassPad) is required for General Mathematics in preparation for Further Mathematics.

Assessment tasks

- Formative Assessment
- Summative Assessment (SAC's, Tests & Exam)
- Summary or review notes in a bound reference book

The assessment tasks for Outcomes 1 and 2 will incorporate the effective and appropriate use of technology (CAS) to enable assessment of Outcome 3.

UNITS 1 AND 2: Mathematical Methods

Areas of study

Mathematical Methods Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4. The areas of study for each of Units 1 and 2 are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, statistics and probability'.

Outcomes

For each unit students are required to demonstrate achievement of three outcomes.

On completion of this unit the student should be able to:
1. Define and explain key concepts as specified in the different areas of study, and to apply a range of related mathematical routines and procedures;
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics;
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment tasks

Assessment tasks:
- Formative Assessment (Chapter tests and other tasks)
- Summative Assessment (SACs & Exams)
- Summary or review notes in a bound reference book.

Some assessment tasks will be technology free (to reflect what happens in Exam 1 in Year 12).

Some or all of the assessment tasks for Outcomes 1 and 2 will incorporate the effective and appropriate use of technology to enable assessment of Outcome 3.

To study Mathematical Methods (CAS) Units 1 & 2 students must have a sound background in number, algebra, function, sets and probability and related aspects of working mathematically including the effective use of technology for numerical, graphical or symbolic computation.

A CASIO CLASSPAD CAS calculator is essential for this study - students without one will be severely disadvantaged with their preparation for Mathematical Methods CAS Units 3&4.

UNITS 1 AND 2: Specialist Mathematics

RATIONALE

Students studying Specialist Mathematics Units 1 & 2 will also be studying or have studied Mathematical Methods 1 & 2 and intend to study Mathematical Methods 3 & 4 and in some cases Specialist Mathematics Units 3 & 4.

Areas of study/Topics

UNIT 1
- Algebra, Number and Structure
- Discrete Mathematics
- Mathematical Investigation

UNIT 2
- Data Analysis, Probability and Statistics
- Space and Measurement
- Algebra, Number and Structure
- Functions, Relations and Graphs
- Mathematical Investigation

Specialist Mathematics 1 & 2 is studied in conjunction with Mathematical Methods 1 & 2, which together provides a comprehensive preparation for Units 3 & 4 Specialist Mathematics

Outcomes

For each unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit.

On completion of each unit the student should be able to:
1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

A CAS calculator is required for Specialist Mathematics and students will be disadvantaged without one.

Assessment tasks

Assessment tasks for this unit:
- Formative Assessment
- Summative Assessment (tests & exam)
- Summary or review notes in a bound reference book

For each unit demonstration of the achievement of Outcome 3 must be based on the student's performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2 which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

Some assessment tasks will be technology free (to reflect what happens in Exam 1 in Year 12).

UNITS 1 & 2: Numeracy Mathematics (VCE - Vocational Major)

Unit purpose

Numeracy Mathematics Unit 1 and 2 enables students to develop their numeracy practices and make sense of the real world. Students will develop the mathematical skills, knowledge, understandings and dispositions required for a work setting, personal lives and community settings. The areas of study include;

Unit 1:

- Number
- Shape
- Quantity and measures
- Relationships.

Unit 2:

- Dimension and direction
- Data
- Uncertainty
- Systematics

Outcomes

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

1. Select, interpret and use the mathematical key knowledge and key skills developed in the units of work and embed these into familiar, routine and some less familiar contexts across the chosen range of numeracies.
2. Select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the content explored across each area.
3. Select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills explored.
4.

Assessment

Students must demonstrate achievement in all the learning outcomes to be credited with the units. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. Assessment of student outcomes should be based on a selection of investigations, projects, reports, posters, multimedia presentation or portfolio.

Unit Outlines – Year 12 Mathematics

UNITS 3 AND 4: Foundation Mathematics

RATIONALE

Foundation Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study. The assumed knowledge for Foundation Mathematics Units 3 and 4 is drawn from Foundation Mathematics Units 1 and 2. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Outcomes

For Unit 3 and 4 these outcomes encompass 'Data Analysis' and 'Recursion and Financial Modelling'.

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

Outcome 1. Define and explain key concepts as specified in the content from 'the areas of study and apply related mathematical techniques and models in routine contexts.

Outcome 2. To apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3. Select and use technology to apply mathematics to a range of practical contexts.

School assessed coursework

School-assessed coursework for Unit 3 will contribute 40 percent towards the study score, Unit 4 will contribute 20 percent towards the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.

1. Mathematical Investigation

Students will complete three mathematical investigations. These tasks will be of 4–6 hours duration over a period of a 1-2 weeks.

Examination
Students will complete a 2 hour exam at the end of unit 4. The exam is comprised of short answer and multiple-choice questions with students being able to use a summary book and scientific calculator. The exam will contribute to 40 percent of a students study score.

UNITS 3 AND 4: General Mathematics *(Previously Further Mathematics)*

RATIONALE

Further Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study. The assumed knowledge for Further Mathematics Units 3 and 4 is drawn from General Mathematics Units 1 and 2. Students who have previously completed **only** Mathematical Methods Units 1 and 2 will be required to be aware of this assumed knowledge. Unit 3 comprises 'Data analysis' and 'Recursion and financial modelling', and Unit 4 comprises 'Matrices' and 'Networks and decision mathematics'.

UNIT 3: General Mathematics

Outcomes
For Unit 3 these outcomes encompass 'Data Analysis' and 'Recursion and Financial Modelling'.

On completion of this unit the student should be able to:
Outcome 1. Define and explain key concepts as specified in the content from 'data analysis' and 'recursion and financial modelling' and apply related mathematical techniques and models in routine contexts.
Outcome 2. Select and apply the mathematical concepts, models and techniques from 'data analysis' and 'recursion and financial modelling' in a range of contexts of increasing complexity.
Outcome 3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

School assessed coursework
School-assessed coursework for Unit 3 will contribute 24 per cent towards the study score.

1. Application task
An application task with several components of increasing complexity. The application task is to be of 4–6 hours duration over a period of 1- 2 weeks. All outcomes will be covered by components of the task.

2. Modelling / Problem-Solving task
Modelling / Problem-Solving task 1 relates to Recursion and Financial Modelling. This task is to be of 2–3 hours duration over a period of a week.

A Casio Classpad CAS Calculator is essential and assumed for the course of Further Mathematics to contribute towards the success of Outcome 3.

UNIT 4: General Mathematics

Areas of study

Unit 4 comprises 'Matrices' and 'Networks and Decision Mathematics'.

Outcomes
On completion of this unit the student should be able to:
Outcome 1. Define and explain key concepts as specified in the content from 'Matrices' and 'Networks and Decision Mathematics' and apply related mathematical techniques and models in routine contexts.

Outcome 2. Select and apply the mathematical concepts, models and techniques from 'Matrices' and 'Networks and Decision Mathematics' in a range of contexts of increasing complexity.
Outcome 3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

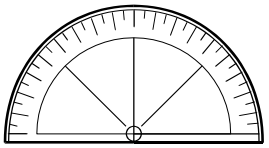
School assessed coursework
Unit 4 will contribute 16 per cent towards the study score.

Modelling/Problem-Solving Task
This task relates to 'Matrices'. It is a short item of 2-3 hours duration over 1-2 days

Modelling/Problem-Solving Task
This task relates to 'Networks and Decision Mathematics. It is a short item of 2-3 hours duration over 1-2 days

Examination
Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute to the final assessment.

Examination 1
Multiple choice questions covering all areas of study.



Examination 2
This examination comprises written response questions covering all areas of study.

* **Student access to a CAS calculator will be assumed by the VCAA exam setting panel**.

UNITS 3 AND 4: Mathematical Methods

Areas of study
Mathematical Methods Units 3 and 4 consists of the following areas of study: 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs' which must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Mathematical Methods 3 & 4 assumes knowledge of the Mathematical Methods 1 & 2 areas of study. **Students must have their own Casio ClassPad CAS calculator. The exam panel write exam papers with the assumption that students have a CAS calculator thus students without will be severely disadvantaged during exam time.**

Outcomes
On completion of each unit the student should be able to:
Outcome 1. Define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.
Outcome 2. Select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
Outcome 3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment tasks
The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contribution to final assessment
School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 14 per cent to the final assessment. Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 66 per cent.

School Assessed Coursework – Unit 3

Outcomes 1, 2 and 3 will be assessed by:
- A function and calculus application task with several components of increasing complexity, worth 40 marks

School Assessed Coursework – Unit 4
Outcomes 1, 2 and 3 will be assessed by:

- Two analysis tasks, each worth 20 marks. Both tasks are a short item of 2-4 hours duration over 1-2 days selected from:

- an assignment where students have the opportunity to work on a broader range of problems; *or*
- a short and focused investigation, challenging problem or modelling task; *or*
- a set of application questions requiring extended response analysis in relation to a particular topic or topics; *or*
- item response analysis for a collection of multiple-choice questions.

The second task is to be related to the Probability area of study.

End of year examinations

Examination 1 (1 hour) Short answer and some extended questions. **NO** calculators or notes are allowed. A formula sheet will be provided.

Examination 2 (2 hours) Multiple choice and extended questions. One bound reference, one scientific and one CAS calculator may be taken into the exam.

UNITS 3 AND 4: Specialist Mathematics

Students who select this subject must also be studying, or have previously studied, Mathematics Methods (CAS) Units 3 and 4. It is essential that students enjoy learning mathematics and they must have demonstrated good basic skills in both Mathematics Methods Units 1 and 2, and Specialist Mathematics Units 1 and 2. The areas of study include; 'Functions and Graphs', 'Complex Numbers and Algebra', 'Calculus', 'Vectors', 'Kinematics and Mechanics', 'Probability and Statistics'. Students will require an approved CAS Calculator.

Outcomes

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

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

Assessment tasks

School Assessed Coursework

Unit 3: A problem solving or modelling application task with an emphasis on Outcome 1, 2 and 3, worth 20 percent of the study score.

Unit 4: Two modelling or problem solving tasks, each worth 25 marks and taking 2-4 hours of work over 1-2 days, covering outcomes 1, 2 and 3. This will contribute to 20 percent of the study score.

End of year examinations

Examination 1 Short answer and some extended questions related to outcome 1. **NO** calculators or notes are allowed. A formula sheet will be provided.

Examination 2 (2 hours) Multiple choice and extended questions. One bound reference, one scientific and one CAS calculator may be taken into the exam.

UNITS 3 & 4: Numeracy Mathematics (VCE Vocational Major)

Unit purpose

Numeracy mathematics Unit 3 and 4 enables students to further develop their numeracy practices developed in Unit's 1 and 2 and to further make sense of the real world. Students will develop the mathematical skills, knowledge, understandings and dispositions required for a work setting, personal lives and community settings. The areas of study include;

Unit 3:

- Number
- Shape
- Quantity and measures
- Relationships.

Unit 4:

- Dimension and direction
- Data
- Uncertainty
- Systematics

Outcomes

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

1. Select, interpret and use the mathematical key knowledge and key skills developed in the units of work and embed these into familiar, routine, non-routine and some specified contexts across the chosen range of numeracies.
2. Select, interpret and use the four stages of the mathematical problem-solving cycle, using an expanded range of both informal and formal mathematical processes, representations, and conventions relevant to the content explored across each area.
3. Select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills explored.

Assessment

Students must demonstrate achievement in all the learning outcomes to be credited with the units. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. Assessment of student outcomes should be based on a selection of investigations, projects, reports, posters, multimedia presentation or portfolio.

MEDIA

RATIONALE

The media – press, radio, film, television and photography – have significant impact on people's lives. They influence the way people spend their time, perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. Aside from constructing media designs and developing media skills like film making and photography there is an emphasis on analytical and writing skills.

AIMS

The study is designed to enable students to:

- analyse media products to understand how meaning is constructed
- examine the relationship between the media, its processes, media products and society
- develop an understanding of the roles, historical development, ownership and structure of media
- develop an awareness of media policies and issues within Australian society
- produce and critically analyse media products
- learn to communicate through media forms.

UNIT 1: Media forms, representations and Australian stories

Areas of study

1. **Media Representations-** Representations involve the selection of images, words or sounds with a view to influencing the audience's experience of reality. An event, idea, story, institution, character is portrayed in such a way that the audience is forced to examine its views and beliefs. In this unit we look at how the media construct meaning and influence us while presenting a product as natural and realistic.

2. **Media forms in production -** Representation, the construction of meaning, distribution, audience engagement, consumption and reception of the media provide the inspiration for students to explore ideas and develop media productions. Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

3. **Australian stories -** Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products. Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Narratives selected for study must be by Australia media creators and producers with primarily Australian content.

Assessment tasks

Assessment tasks for this unit include:

- individual magazine representation;
- production of a short documentary and photographic portraits;
- analysis of representations within a film text in an Australian context;
- detailed folio;
- explanation of media production processes and demonstrate specialist production skills;
- identify and analyse industry and production issues.

UNIT 2: Narrative across media forms

Areas of study

1. Narrative, style and genre - Notions of audience, engagement, consumption and reception play a key role in understanding how a narrative is formed. Audiences are able to articulate their personal preferences in the type/s of narratives they engage with, consume and read. These preferences are related to the construction of narratives. Students study at least two narratives in two different media forms to gain an understanding of the construction of narrative.

2. Narratives in production - Narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution. The production and distribution of narratives involves skilled use of media technologies, often in collaboration with others, where each individual undertakes specific roles and responsibilities required at each stage of the production. While the production of narratives is a creative process, they are produced for specific audiences and are constrained by the contexts in which they are produced, distributed, consumed and read. Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

3. Media and change - Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. Media convergence and hybridisation collapses traditional media boundaries and significantly alters the ways audiences engage with, consume, read, participate in, influence and are shaped by the media. Digital technologies, interactivity, immersive content and participatory practices have become a feature of creation, production, distribution, engagement with, consumption and reception of the media. Media industries and institutions have adopted and adapted aspects of convergence to build and maintain audience share through new forms of interaction. Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

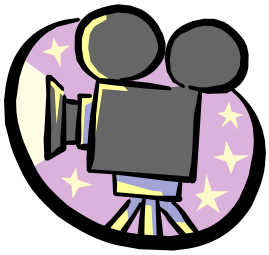
Outcomes

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment tasks

Assessment tasks for this unit include:

- oral presentation on the role and function of one media specialist
- analysis and evaluation of film as text in essay form
- complete major project – that is, media marketing campaign, photographic exhibition, short film in any genre
- exam.



UNIT 3: Media Narrative and Pre-Production

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 assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of study

1. **Narrative and Ideology -** Narratives are fundamental to the relationship between the media and its audiences. Ideologies in society frame the nature, form and structure of narratives. Audiences and the media together frame the nature, form and development of discourses in society through the construction, distribution, reception and consumption of narratives that implicitly or explicitly comment on, reflect on, develop, reject or ignore ideologies.

   Students examine fictional and/or non- fictional narratives in the form of lm and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. For the purposes of this area of study, the media product selected for study will comprise of one of the following:

   - at least two feature length lm products of one hour or more in length or the equivalent length in television,
   - streamed, radio or audio products
   - two photographic series of at least six images each
   - two print productions of at least 15 pages each.

2. **Media production development -** Media productions develop out of that which has come before. Media creators and producers frequently reference ideas and techniques that have been developed by others. Collecting, acknowledging and building upon ideas, structures, aesthetics and techniques informs the direction of media productions and an understanding of how audiences are engaged. Students investigate and research a selected media form to inform the development of their proposed production. This research contributes to the direction of their production design. Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

3. **Media production design -** Media production designs are a set of written and visual documents that detail the stages of production of a proposed product. The production design communicates both creative vision and thorough planning. The media industry has specific methodologies, conventions and work flow for documenting media production in different media forms. These methods vary from form to form and within forms according to the style and/or genre of the proposed product. Informed by their learning in Area of Study 2, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/ or non-fictional narrative for a specified audience in a selected media form as outlined below. Students take into account the relevant media codes and conventions of the selected media form. The production design is developed for one of the following media forms:

    - A video or lm production of 3–10 minutes in length, including title and credit sequences.
    - An animated production of no more than 10 minutes in length, including title and credit sequences.
    - A radio or an audio production of a minimum of 8 minutes in length, including title and credit sequences.
    - A digital or an analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student.
    - A digital or traditional print production of a minimum of 8 pages produced and edited by the student.
    - A digital and/or an online production that demonstrates comparable complexity consistent with the other media forms.
    - A convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

Assessment tasks

School assessed coursework and examination.

School assessed coursework (10 per cent of final assessment)
School assessed coursework for this unit include:

- film narrative analysis – extended answer responses
- complete a series of technical experiments/exercises related to media production skills
- prepare a media production plan to be implemented in Unit 4.

UNIT 4: Media production and issues in the media

Areas of study

1. **Media production** - The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design. Media creators and producers reflect on and work with others to gain insight into whether their products communicate their planned intent, refining their products in the production and post-production stages. Students undertake personal reflection and seek feedback on their work, developing, refining and resolving their product as a result. They document iterations of their production after considering the factors that have influenced the development, refinement of materials, technologies and processes, the resolution of ideas and the effect they have had on the final product.

   The creation and production of the media product is an individual undertaking. In some cases the implementation of the production design may require the student to work with others. Throughout both the production and post- production stages, the student should be the key principal in the production process. All work undertaken by any cast or crew or external assistance must be under the direction of the student and documented in the media production design plan.

2. **Agency and control in and of the media**

   The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested. The media and its audiences are now both thought to exercise agency; the capacity to act and exert power. Today the media not only

produces and distributes content to audiences, it also generates and sustains social networks, which have, in turn, enabled new modes of production, distribution, consumption and reception based on the sharing of commercial and user-generated content. This has contributed to business models based on data aggregation and the harvesting and sale of personal information collected from what many individuals consider social and personalised media engagement.

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

Assessment tasks

School assessed coursework (20 per cent of final assessment) (SAC)
School assessed coursework for this unit include:

- analysis of Narrative and Ideology
- media influence – essay 750 words.

School assessed task (40 per cent of final assessment) (SAT)
Production of a media product implementing plan from Unit 3.
Activities include:

- animation 30-90 seconds
- radio sequence 5-12 minutes
- video sequence 5-10 minutes
- black and white photographic folio
- print layout of 8-12 pages incorporating digital imaging
- multimedia sequence with 5-10 separate screens or pages and 10-20 interactive elements.

Examination (40 per cent of final assessment)
Students will be asked a series of questions on:

- narrative organisation in fictional texts
- exercises relating to production design plan from Unit 3
- the nature and extent of media influence.

MUSIC PERFORMANCE

RATIONALE

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures, and enable them to practise self-expression in this art form. Students can specialize in one or more approaches to the study of music, depending on the VCE program overall and the post-VCE pathways they may be interested in following.

Students actively engage in listening, performing and composing. Students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners, and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavor.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development, and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

AIMS

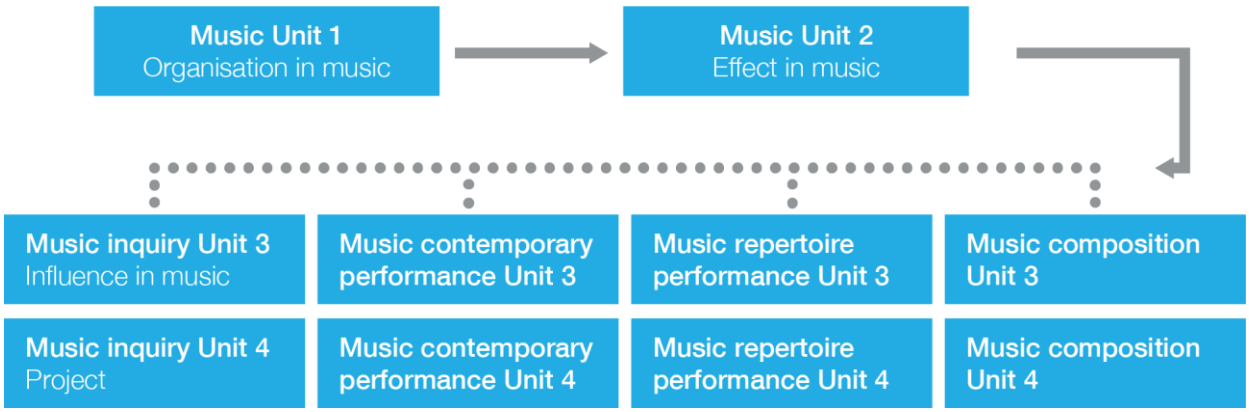
This study enables students to:

- develop and practise musicianship
- perform, compose, arrange and improvise music from diverse styles and traditions
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- use electronic and digital technologies in making and sharing music and communicating ideas about music
- participate in life-long music learning and the musical life of their community.

Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



ENTRY

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

At least four to five years' experience in learning an instrument/s is recommended before commencing VCE Music Performance. Units 3+4 Composition stream is available through enrolment in Virtual School Victoria.

St**udents must undertake Unit 3 of the relevant Unit 3–4 stream prior to undertaking Unit 4.**

Music Inquiry Stream

- Unit 3 School-assessed Coursework: 30 per cent contribution to study score
- Unit 4 School-assessed Coursework: 5 per cent contribution to study score
- Externally assessed task: 50 per cent contribution to study score

- End-of-year written examination: 15 per cent contribution to study score

Music Contemporary Performance Stream
- Unit 3 School-assessed Coursework: 20 per cent contribution to study score
- Unit 4 School-assessed Coursework: 10 per cent contribution to study score
- End-of-year performance examination: 50 per cent contribution to study score
- End-of-year aural and written examination: 20 per cent contribution to study score

Music Repertoire Performance Stream
- Unit 3 School-assessed Coursework: 20 per cent contribution to study score
- Unit 4 School-assessed Coursework: 10 per cent contribution to study score
- End-of-year performance examination: 50 per cent contribution to study score
- End-of-year aural and written examination: 20 per cent contribution to study score

Music Styles + Composition Stream (Virtual School Victoria enrolment)
- Unit 3 School-assessed Coursework: 20 per cent contribution to study score
- Unit 4 School-assessed Coursework: 10 per cent contribution to study score
- Externally assessed task: 50 per cent contribution to study score
- End-of-year aural and written examination: 20 per cent contribution to study score

FURTHER REQUIREMENTS

Accompanists must be engaged at the students' own expense when required for solo performance assessment tasks. Regular instrumental tuition is highly recommended.

UNIT 1: Music: Organisation of Music

Areas of study

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works, and create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Outcomes

Area of Study 1 - Performing

In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance

Outcome 1

- Rehearse and present at least two works (solo or ensemble) which demonstrate knowledge drawn from their investigation of music organisation, drawn from the key knowledge and skills in Area of study 1.

Area of Study 2: Creating

This area of study, students create a folio of brief creative responses. One exercise should demonstrate their understanding of the musical organisation and characteristics of one of their chosen pieces for Area of Study 3. They develop appropriate methods of recording and preserving their music. Students document their approach to creating the music, identifying and describing their use of music elements, concepts and compositional devices.

Outcome 2

- Create short music works/responses that demonstrate their understanding of different approaches to music organisation and reflect on the creative process.

Area of Study 3: Analysing and responding

Students analyse music elements, concepts and compositional devices in music, and develop skills in identifying music organisation and components, and in aural analysis. They respond to a range of excerpts in different styles and traditions. They identify, recreate and document chords, scales, melodics and rhythmic patterns.

Outcome 3

- Describe how music is organised in 2 music examples using key terms and knowledge outlined in area of study 3
- Identify, recreate and document music language concepts

Assessment tasks

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit:

- a performance recital of two works, including at least one ensemble/group work
- a discussion of the challenges presented by these works, which may be presented as: oral/multimedia/written
- composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of the music which may be presented as: oral/multimedia/written
- aural, written and practical tasks such as: folio of exercises and responses to structured questions

UNIT 2: Music: Effect in Music

Areas of study

In this unit, students focus on the way music can be used to create an intended effect. They analyse music examples that create an effect, and use this analysis to inform the creation of their own music to create an effect. They create and perform a work to convey a specified effect and demonstrate this in performance. They create exercises to demonstrate their understanding of the organisation of music, and compositional devices.

Outcomes

Area of Study 1 - Performing

In this area of study students prepare and perform solo and groups works, one of which should demonstrate their understanding of effect in music. They develop individual instrumental skills and develop group skills through rehearsal and performance with others. They perform and demonstrate technical skills specific to an instrument or sound source of their choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

Outcome 1

On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group) and describe how they intend to convey specific music effects.

Area of Study 2 – Creating

In this area of study, students will assemble a folio of short works/responses using a variety of sound sources, documenting and demonstrating their understanding of the possibilities of creating effect in music.

Outcome 2

On completion of this unit, students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

Area of Study 3 – Analysing and responding

In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to excerpts in different styles and traditions. They develop auditory discrimination and memory skills through identifying, recreating and recording common music language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

Outcome 3

On completion of this unit the student should be able to identify possible ways effect can be created in music, and to be able to identify, recreated and document music language concepts in context and isolation.

Assessment tasks

- Performance of at least 2 works, including at least one ensemble/group work
- Discussion of the challenges presented by these works which may be presented as: Oral/multimedia/written
- Aural, written and practical tasks such as: folio of exercises and responses to structured questions
- Composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of music which may be presented as: oral/multimedia/written.

UNITS 3+4: Music Inquiry

Areas of study

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, and relate this to their own music making.

UNIT 3 Music Inquiry: Influence in Music

In this unit, students make and respond to music, focusing on connections between music created in different times and/or places and the influences of one on the other. They compose, arrange, interpret, reimaging, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and less dependent on teacher direction and support.

Area of Study 1: Music Making

In this area of study, students focus on perform and composing/arranging music connected with a selected music style and/or creator. They explain how their work relates to the selected music style and/or creator.

Outcome 1

On completion of this unit, the student should be able to perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator, and create and/or arrange music and demonstrate the connections to the selected music style and/or creator.

Area of Study 2: Analysing for music making

In this area of study, students focus on two music works from different times and/or locations, and investigate how the creator's treatment of music elements, concepts and compositional devices may influence other works. They examine the contexts from which the two works emerged. From this study, students formulate a proposal for an Area of Investigation for Unit 4.

Outcome 2

On completion of this unit, students should be able to analyse and describe the treatment of music elements, concepts and compositional devices in 2 works, discussing how one work has influenced the other, and formulating and presenting a proposal for and Area of Investigation for unit 4.

Area of Study 3: Responding

In this area of study, students focus on developing listening skills. Through responses to music excerpts, they examine how music creators treat music elements, concepts and composition devices across different times, styles and genres. They are able to identify commonalities and differences in musical approaches. They develop skills in using musical evidence to formulate critical responses.

Outcome 3

On completion of this unit, students should be able to identify describe and discuss the musical characteristics of selected music excerpts from a range of styles, and compare similarities and differences.

Assessment tasks

- live or video recording of a performance of a work or excerpt on a chosen instrument. Explanation of influences (oral/written/multimedia)
- live or video and/or audio recording of a composition and appropriate notation/record of composition/arrangement
- A description of how one music work/approach has influenced another (oral/written/multimedia)
- an Investigation Proposal showing influences between two works to be used as the basis for development in Unit 4 (written/multimedia)
- Written responses to three previously unheard excerpts of music in the following format: responses to structured questions.

UNIT 4 Music Inquiry: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They use knowledge gained in Unit 3 of the influences on the work of others, and apply this to their own music making. Students perform works music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style which they are able to explain. Students choose their own Area of Investigation, and perform works from this area.

Area of Study 1: Music Making

In this area of study, students focus on perform and composing/arranging music connected with their Area of Investigation from Area of Study 2. They explain how their work has been influenced by the selected music style and/or creator.

Outcome 1

On completion of this unit, the student should be able perform/create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.

Area of Study 2: Analysing for music making

In this area of study, students focus on specific influences on their personal music making, understanding and context. Students choose their own Area of investigation, which may be: a style; a performer; a creator; a musical genre. Students analyse 2 works from their chosen Area of Investigation, exploring the treatment of music elements, concepts and compositional devices in these works, and discuss how this treatment influences their own musical output. Students reflect on their personal context/background as they uncover and describe connections between the works and their own music making.

Outcome 2

On completion of this unit, students should be able to analyse and describe the treatment of music elements, concepts and compositional devices in these works, and reflect on hose these works have influenced their own music making.

Area of Study 3: Responding

In this area of study, students focus on developing listening skills to identify commonalties and differences between music approaches, through the lens of music elements, concepts, compositional devices across different times, and different styles and genres.

Outcome 3

On completion of this unit, students should be able to identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

Assessment tasks

- Written responses to 3 previously unheard excerpts of music in the following format: responses to structured questions
- Externally-assessed Task: submission of a folio that contains documentation, video recording of a performance and audio and/or video recording of a composition/arrangement as described in the examination specifications published by the VCAA.
- End of Year examination: 60 minutes. Key knowledge and skills that underpin Outcome 3 in Units 3+4 are examinable.

UNITS 3+4: Music Contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, using collaborative and aural practices in learning, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation, and how personal voice can be developed through reimaging existing music works. They identify technical, expressive and stylistic challenges relevant to works they prepare for performance. They study scales, harmony and rhythmic materials that relate to contemporary music. Students prepare a program for assessment in a live performance, either as a soloist or as part of a group. All performances must include a personally reimagined version of an existing work.

UNIT 3 Music Contemporary performance

In this unit, students begin developing the program they will present in Unit 4, with reference to the examination specifications for this task. They use music analysis skills to refine strategies for developing their performances. Students learn how to recognize and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Area of Study 1: Performing

In this area of study, perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills relevant to the style of their selected works. They investigate the possibilities of exhibiting personal voice by reimagining an existing work. They practise, rehearse and perform with others.

Outcome 1

On completion of this unit, the student should be able to perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, and to use a performer's statement of intent to explain their choice of works for the program

Area of Study 2: Analysing for performance

In this area of study, students research the development of interpretation personal voice in performance through analysis of works. They develop and demonstrate a selection of practice and performance strategies and prepare for a school assessed dialogue with their teacher.

Outcome 2

On completion of this unit, students should be able to demonstrate and discuss performance development techniques and approaches relevant to performance of selected works from their end of year program, and an intended approach to a reimagined existing work.

Area of Study 3: Responding

In this area of study, students develop their understanding of the ways the elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance, through aural analysis, and recreation of music language concepts related to contemporary performance. They use documentation to transcribe these concepts as appropriate to genre/style.

Outcome 3

On completion of this unit, students should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples present, both in context and isolation**.**

Assessment tasks

- Short written/oral task explaining the choice of the proposed program of works to be performed
- Demonstration of an intended approach to reimagining an existing work
- Discussion in which the development of techniques and personal voice are explained and demonstrated
- Response to structured questions relating to previously unheard music
- Identification, recreation (on instrument) and style appropriate notation of short music examples

UNIT 4 Music Contemporary performance

Students continue to work towards building a performance program they will present at their end–of-year examination, in line with their Statement of Intent. They refine selected strategies to optimize their own approach to performance, and to address technical, expressive and stylistic challenges that relate to their chosen works. Students continue to study music language concepts that relate to contemporary music.

Area of Study 1: Performing

In this area of study, perform regularly in a variety of contexts and use these performances consolidate ways of developing technical skills relevant to the style of their selected works. They select a program of works for external assessment, using the performance examination specifications. One of the performed works will be a reimagining of an existing work, and the other and original work created by and Australian Artist since 1990.

Outcome 1

On completion of this unit, the student should be able to perform a program of works, relevant to their performer's Statement of Intention.

Area of Study 2: Analysing for performance

In this area of study, students continue to focus on the processes of analysis and practices that they undertake to develop their performance programs.

Outcome 2

On completion of this unit, students should be able to demonstrate and discuss performance development techniques and approaches relevant to performance of selected works from their end of year program. This task should focus on approximately half of the program of works which were not covered by Unit 3 Outcome 2.

Area of Study 3: Responding

In this area of study, students continue to develop their understanding of the ways the elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance, through aural analysis, and recreation of music language concepts related to contemporary performance. They continue to use documentation to transcribe these concepts as appropriate to genre/style.

Outcome 3

On completion of this unit, students should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, and identifying and transcribing short examples of music using appropriate notation.

Assessment tasks

- Demonstration of an intended approach to reimagining an existing work
- Explanation and demonstration of materials designed to assist in the development of techniques and interpretation
- End-of-year aural and written examination
- End-of-year Performance examination, presenting as a soloist or as a member of a group.

UNITS 3+4: Music Repertoire performance

This study offers pathways for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students study the work of other performers and analyse their approaches to interpretation, and how personal voice can be developed through reimaging existing music works. They identify technical, expressive and stylistic challenges relevant to works they prepare for performance. They study scales, harmony and rhythmic materials that relate to their chosen music repertoire. Students prepare a 20-minute program for assessment in a live performance, either primarily as a soloist or as part of an ensemble. At least one work in the final program must be an ensemble work, with at least one other live musician. Music styles in this study may include but are not limited to early music, baroque, classical, romantic, 20+21st century art styles, musical theatre, and classical musics outside the western tradition.

UNIT 3 Music Repertoire performance

In this unit, students begin preparing the recital program they will present in Unit 4, including at least one ensemble work. They consider the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students identify technical, expressive and stylistic challenges relevant to their works, develop strategies to address these challenges, and present these strategies for assessment at a school-based discussion. They analyse and interpret a wide range of music styles, and develop their ability to identify, recreate and notate music language concepts such as scale, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Area of Study 1: Performing

In this area of study students present performances of musical works, including at least one ensemble work. They perform regularly, and reflect on these performances to explore and develop ways of communication expressive intentions to an audience. Across Unit 3, students select repertoire and begin preparing a recital program for external assessment in Unit 4.

Outcome 1

On completion of this unit, the student should be able to explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works, including one work from the prescribed list.

Area of Study 2: Analysing for performance

In this area of study, students focus on the analysis and research they undertake when preparing musical works for performance. Students trial a wide range of general practice techniques and instrument specific technique strategies. They prepare for a school assessed dialogue with their teacher, focusing on practices strategies, technical considerations, expressive and interpretative considerations.

Outcome 2

On completion of this unit, students should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation

Area of Study 3: Responding

In this area of study, students develop their understanding of the ways the elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians. Students analyse a wide variety of performances and recordings. The compare and contrast interpretations of the same works. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Outcome 3

On completion of this unit, students should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Assessment tasks

- Short written/oral task explaining the process used to select a performance program, including works intended for performance in Unit 4.
- Discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive elements) are explained and demonstrated.
- Written responses to structured questions AND practical demonstration of music language knowledge and skills

UNIT 4 Music Repertoire performance

Students continue to develop the performance program they will present at their end–of-year examination. They use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce. Students analyse interpretation and music elements, concepts, compositional devices and music language. They learn how to recognize and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Area of Study 1: Performing

In this area of study, students present performances of musical works including at least one ensemble work. They reflect on these performances to inform the development of strategies to improve future performances. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsals with other musicians.

Outcome 1

On completion of this unit, the student should be able to perform a final recital of up to 20 minutes duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.

Area of Study 2: Analysing for performance

In this area of study, students continue to focus on the processes of analysis and practices that they undertake to develop their performance program, and develop a planned approach to improvement. Students prepare for a school-assessed dialogue with their teacher, demonstrating a selection of practice strategies. This task should focus on half of the program of works which were not covered in Unit 3, Outcome 2, and the preparation should include expressive and interpretative considerations.

Outcome 2

On completion of this unit, students should be able to demonstrate and discuss techniques (technical and expressive), relevant to their personal programs.

Area of Study 3: Responding

In this area of study, students develop their understanding of the ways the elements of music, and musical concepts, are interpreted by other musicians. Students demonstrate their knowledge through engaging in aural analysis, and comparisons of the ways different musicians have interpreted the same music works. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Outcome 3

On completion of this unit, students should be able to discuss the interpretation of expressive elements of music in pre-recorded works, and develop their auditory discrimination and memory skills through identifying recreating and notation short examples.

Assessment tasks

- Discussion in which materials designed to assist in the recreation of notated recital works are explained and demonstrated.
- End-of-year aural and written examination. All key knowledge and skills that underpin Outcome 3 in units 3+4 will be examinable.
- End-of-year Performance examination, presenting as primarily soloist or ensemble member, with at least one ensemble work included in recital.

UNITS 3+4: Music Composition

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

Across both units' students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas

within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.

- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

Units 3 +4 Music Composition can be accessed through Virtual School Victoria.

PHYSICAL EDUCATION

Throughout the Year 11 course the aim of the practical sessions are to reinforce the theory components of the course.

UNIT 1: The Human Body in Motion

Areas of study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Outcomes

Outcome 1. Students collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions, its limiting conditions.

Outcome 2.Students collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system.

Assessment tasks

A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.

- The completion of chapter workbooks
- A practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- A data analysis
- Structured questions

UNIT 2: Physical Activity, Sport and Society

Areas of study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

Outcomes

Outcome 1. Student collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2. Student apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment tasks

The award of satisfactory completion of this unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for this unit.

Assessment tasks for this unit include:

- written reports
- tests
- case study analysis
- structured questions
- end of year exam.
- the completion of chapter workbooks.

UNIT 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Areas of study

1. How are movement skills improved?
2. How does the body produce energy?

Outcomes

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

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through theapplication of biomechanical and skill acquisition principles.

2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment tasks

The student's level of achievement will be determined by school-assessed coursework and an end-of-year examination.

Assessment tasks for this unit include:

- written reports
- tests
- structured questions
- oral reports
- laboratory reports
- case study analysis
- video analysis
- data analysis.

UNIT 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training.

Areas of study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

Outcomes

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

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

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Assessment tasks

The student's level of achievement will be determined by school-assessed coursework and an end-of-year examination.

Assessment tasks for this unit include:

- written reports
- structured questions
- laboratory reports
- case study analysis
- data analysis
- media analysis
- video analysis
- tests.

PHYSICS

Introduction

Scope of study

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

Rationale

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

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

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena.
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance.
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts.
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Entry

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

It is **not** recommended that students would enter Unit 3 without Units 1 and/or 2. If they do they would be required to undertake significant **additional preparation** as prescribed by their teacher.

Unit 1: How is energy useful to society?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Area of Study 1

How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and

thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

Area of Study 2

How is energy from the nucleus utilised?
In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

Area of Study 3

How can electricity be used to transfer energy?
Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

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

Area of Study 1

How is motion understood?
In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

Area of Study 2

Options

Eighteen options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
How does physics explain climate change?
How do fusion and fission compare as viable nuclear energy power sources?
How do heavy things fly?
How do forces act on structures and materials?
How do forces act on the human body?
How is radiation used to maintain human health?
How does the human body use electricity?
How can human vision be enhanced?
How is physics used in photography?
How do instruments make music?
How can performance in ball sports be improved?
How can AC electricity charge a DC device?
How do astrophysicists investigate stars and black holes?
How can we detect possible life beyond Earth's Solar System?

How can physics explain traditional artefacts, knowledge and techniques?
How do particle accelerators work?
How does physics explain the origins of matter?
How is contemporary physics research being conducted in our region?

Area of Study 3

How do physicists investigate questions?
In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

UNIT 3: How do fields explain motion and electricity?

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

Area of Study 1

How do things move without contact?
On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

Area of Study 2

How are fields used to move electrical energy?
In this area of study students explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3

How fast can things go?

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

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Area of Study 1

How can waves explain the behaviour of light?
On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

Area of Study 2

How are light and matter similar?
On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

Area of Study 3

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

ENVIRONMENTAL SCIENCE

Not offered in 2024

Introduction

Scope of study

Environmental science explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.
In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes. Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries.

Rationale

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

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

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.

Aims

This study enables students to:

• examine Earth as a dynamic and complex set of four interacting systems (atmosphere, biosphere, hydrosphere and lithosphere) that undergo change over various time scales and that affect, and are affected by, human activities.
• develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
• develop an informed perspective on contemporary science-based issues of local and global significance.
• understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure

The study is made up of four units:
Unit 1: How are Earth's systems connected?
Unit 2: How can pollution be managed?
Unit 3: How can biodiversity and development be sustained? INTRODUCED FROM 2017.
Unit 4: How can the impacts of human energy use be reduced? INTRODUCED FROM 2017.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
It is **not** recommended that students would enter Unit 2 without first completing Unit 1.
It is **not** recommended that students would enter Unit 3 without Units 1 and/or 2. If they do they would be required to undertake significant **additional preparation** as prescribed by their teacher.

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Area of Study 1

How is life sustained on Earth?

Life on Earth is dependent on four major inputs: energy, nutrients, air and water. In this area of study students examine the processes and interactions occurring within and between Earth's four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life. They examine the processes within and between the four systems, and distinguish between outputs that can be reused as inputs and those that require treatment as wastes.

Outcome 1

On completion of this unit the student should be able to compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth's four systems interact to sustain life.

Area of Study 2

How is Earth a dynamic system?

In this area of study students explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors. They examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth's four systems. Students learn how environmental changes may be monitored and measured. Students discuss how changes over time can be explained by interactions between different environmental processes and how these changes may affect all four Earth systems.

Outcome 2

On completion of this unit the student should be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth's four systems over different time scales.

Area of Study 3

Practical investigation

Ecosystems are subject to change in response to biotic or abiotic disturbances, or changes in the frequency at which they are disturbed, affecting the atmosphere, biosphere, hydrosphere and lithosphere. In this area of study students design and conduct a practical investigation into the monitoring of ecosystems or their components and/or change in ecosystems.

Outcome 3

On completion of this unit the student should be able to design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

Assessment tasks

For Outcomes 1 and 2

- a fieldwork report
- a case study
- a report of a practical activity involving the collection of primary data
- annotations of a practical work folio of activities or investigations
- a research investigation involving the collection of secondary data
- a model of an aspect of Earth systems
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving environmental science concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3

- a report of a student-designed and/or adapted and/or extended investigation related to ecosystem monitoring and/or change that can be presented in various formats, for example digital presentation, oral presentation, written report or graphic organiser.

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1

When does pollution become a hazard?

In this area of study students examine biotic and abiotic indicators of pollution in various environments. Using selected examples, they distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants. Students explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set. They analyse the effects of pollutants on environmental and living systems and consider approaches to monitor and manage pollutants.

Outcome 1

On completion of this unit the student should be able to compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.

Area of Study 2

What makes pollution management so complex?

Pollutants may be categorised by the Earth systems they affect, the chemical form that poses greatest threat to life, or the method used to make the pollutant inactive. Any particular pollutant may fall into multiple categories. In this area of study, students investigate three pollutants of national or global concern. They explain how pollutants move through, and affect, the atmosphere, biosphere, hydrosphere and lithosphere, and compare treatment and management options for each pollutant. Students investigate a question for each of the three categories of pollution: air, water and soil.

Outcome 2

On completion of this unit the student should be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.

Area of Study 3

Case study

Recognition of the impacts on public health and on the environment due to the pollution generated by human activities has grown. Pollution management technologies and legislation to improve the quality of water, air and land have been developed in response. A shifting emphasis from pollution management towards pollution prevention also reflects social and behavioural change in responding to pollution as an issue.

In this area of study students investigate a case study involving the management of a selected pollutant of local interest. Material for the investigation may be gathered from laboratory work, fieldwork, computer simulations and modelling, literature searches, environmental databases and interviews with experts.

Outcome 3

On completion of this unit the student should be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

Assessment task

A report of a case study involving the management of a selected pollutant of local interest

PSYCHOLOGY

Introduction

Scope of study
Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.
VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Rationale
VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.
Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings

Aims
This study enables students to:
- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1
What influences psychological development?
Students consider the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories. Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity, investigating selected developmental differences. The role of mental health workers,

psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour is considered.

Outcome 1

On completion of this outcome the student should be able to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development. This includes having an understanding of the interactive influences of hereditary and environmental factors on a person's psychological development, and the biopsychosocial approach as a model for considering psychological development and mental wellbeing.

Area of Study 2

How are mental processes and behaviour influenced by the brain?

Students develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain that enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions. Students consider how the brain changes with age and experience, and subsequently how mental functions adapt. Students explore neuroplasticity as the result of experience and brain trauma. They investigate ways to maintain brain functioning and an opportunity is provided to investigate the impact of acquired brain injuries (ABIs), to consolidate students' understanding of brain functioning.

Outcome 2

On completion of this outcome the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. This includes having an understanding of the different approaches over time in understanding the role of the brain in behaviour and mental processes, and the roles of the hindbrain, midbrain and forebrain, including the cerebral cortex, in behaviour and mental processes.

Area of Study 3

How does contemporary psychology conduct and validate psychological research?

In this area of study students investigate how science is used to explore and validate contemporary psychological research questions. Students select and evaluate a recent discovery, finding, innovation, issue, or case study linked to the knowledge and skills developed in Area of Study 1 or 2. Students are required to respond to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions. They are to apply their critical and creative thinking and scientific inquiry skills to explain the relevant psychological concepts; critically examine the evidence available to answer the research question; and identify the sociocultural, economic, political, legal and ethical implications of the selected investigation for society

Assessment for Outcome 3

- A response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Area of Study 1

How are people influenced to behave in particular ways?

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance. Students also explore the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society, including on Aboriginal and Torres Strait Islander peoples. They investigate strategies to reduce prejudice, discrimination, stigma, obedience and conformity.

Outcome 1

On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Area of Study 2

What influences a person's perception of the world?

Students explore the influence of biological, psychological and social factors on vision and taste. Perceptual distortions of vision and taste are explored when looking at the fallibility of perceptual systems. Students may choose to explore a range of different visual illusions to understand how individuals misinterpret real sensory stimuli. Different forms of agnosia may be investigated by students to understand issues with sensory processing areas within the brain. Aboriginal and Torres Strait Islander experiences of sensory connection to Country and/or Place, ancestors, spirituality and songlines may also be considered.

Outcome 2

On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Area of Study 3

How do scientific investigations develop understandings of influences on perception and behaviour?

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment Outcome 3

- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Area of Study 1

How does the nervous system enable psychological functioning?

In this area of study students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity. The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored. Students evaluate the ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process. They compare the explanatory power of different models that explain stress as well as exploring strategies for coping with stress and improving mental wellbeing.

Outcome 1

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

Area of Study 2

How do people learn and remember?

Learning and memory are interdependent processes that demonstrate the acquisition of skills and knowledge through experience across the life span. In this area of study students evaluate models to explain learning and apply their knowledge of learning to a range of everyday experiences and contemporary social issues.

Outcome 2

On completion of this outcome the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Assessment tasks
For Outcomes 1 and 2

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts.

Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Area of Study 1

How does sleep affect mental processes and behaviour?

In this area of study students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span. They compare REM and NREM sleep as examples of naturally occurring altered states of consciousness and investigate the biological mechanisms of the sleep-wake cycle in terms of the timing of sleep, what causes individuals to be sleepy at night and why individuals wake when required. Students also analyse the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning

Outcome 1

On completion of this outcome the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Area of Study 2

What influences mental wellbeing?

In this area of study students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. Students investigate the concept of mental wellbeing as a continuum, recognising that an individual's mental wellbeing is influenced by the interaction of internal and external factors and fluctuates over time. They recognise that for Aboriginal and Torres Strait Islander people mental wellbeing is one element of a multidimensional and holistic view of wellbeing. Students apply a biopsychosocial approach to consider how biological, psychological and social factors are involved in the development and management of a specific phobia.

Outcome 2

On completion of this outcome the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Area of Study 3

How is the scientific inquiry used to investigate mental processes and psychological functioning

On completion of this outcome the student should be able to design and conduct a scientific investigation related to mental

processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

For Outcomes 1 and 2

For each outcome, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities analysis and comparison of two or more contemporary media texts

Outcome 3

- Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster

SYSTEMS

SCOPE OF STUDY

VCE Systems Engineering and Technology involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals. This study can be applied to a diverse range of engineering Felds such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with society and natural ecosystems. The rate and scale of human impact on the global ecology and environment demands that systems design and engineering take a holistic approach by considering the overall sustainability of the systems throughout their life cycle. Key engineering goals include using a project management approach to attain efficiency and optimisation of systems through innovation. Lean engineering and lean manufacturing concepts and systems thinking are integral to this study.

RATIONALE

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about, and learn to appreciate and apply technological systems.

VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

AIMS

This study enables students to:

- develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system
- understand the concepts of and develop skills in the design, construction, fault-finding, diagnosis, performance analysis, maintenance, modification, and control of technological systems
- acquire knowledge of mechanical, electrical/electronic and control systems and apply this knowledge to solve technological problems
- develop an understanding of how technologies have transformed people’s lives and can be used to solve challenges associated with climate change, efficient energy use, security, health, education and transport
- acquire knowledge of new developments and innovations in technological systems
- develop skills in the safe use of tools, measuring equipment, materials, machines and processes, including using relevant information and communications technologies, and understand the risk management processes
- acquire knowledge of project management, and develop problem-solving and analytical skills
- gain an awareness of quality and standards, including systems reliability, safety and fitness for the intended purpose.

The study is made up of four units.

UNIT 1: Introduction to Mechanical Systems

Areas of study

1. Fundamentals of mechanical system design.
2. Producing and evaluating mechanical systems.

UNIT 2: Introduction to ElectroTechnology Systems

Areas of study

1. Fundamentals of mechanical system design.
2. Producing and evaluating mechanical systems.

Assessment tasks – Units 1 and 2

- School-assessed task
- SAC
- Examination

UNIT 3: Integrated Systems Engineering and Energy

Areas of study

1. Controlled and integrated systems engineering design
2. Clean energy technologies

UNIT 4: Systems Control and New and Emerging Technology

Areas of study

1. Producing, testing and evaluating integrated technological systems
2. New and emerging technologies

Assessment tasks – Units 3 and 4

- School-assessed task 50%
- SAC 20%
- Examination 30%

THEATRE STUDIES

Not offered in 2024

UNIT 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Area of study 1 – Exploring pre-modern theatre styles and conventions
Outcome 1
On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

Area of Study 2- Interpreting scripts
Outcome 2
On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

Area of Study 3- Analysing a play in performance
Outcome 3
On completion of this unit the student should be able to analyse a performance of a script.

UNIT 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Area of study 1 – Exploring modern theatre styles and conventions
Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

Area of Study 2- Interpreting scripts
Outcome 2
On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

Area of Study 3 – Analysing and evaluating a theatre production
Outcome 3
On completion of this unit the student should be able to analyse and evaluate a theatre production.

UNIT 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Area of study 1 – Staging theatre

Outcome 1

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Area of Study 2 - Interpreting a script

Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Area of Study 3- Analysing and evaluating theatre

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

UNIT 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specifed scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

Area of Study 1- Researching and presenting theatrical possibilities

Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Area of Study 2- Interpreting a monologue

Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

VISUAL COMMUNICATION DESIGN

RATIONALE

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas.

UNIT 1: Introduction to Visual Communication Design

Areas of study

1. **Drawing as a means of communication** – This area of study focusses on using observational drawings as a starting point for visualizing new design possibilities. Students creatively use a range of media to generate instrumental and freehand drawings that represent alternative visualisations.

2. **Design elements and design principles** – This area of study focuses on the experimentation, exploration and application of design elements and principles through manual freehand drawing.

3. **Visual Communication Design in Context** – Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

Outcomes

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

1. complete instrumental drawings using a range of paraline drawing systems;
2. draw from direct observation, in proportion, and render the drawings;
3. explore and apply design elements and principles to satisfy a stated purpose;
4. describe and analyse contemporary and historical examples of visual communications and explain how they communicate ideas, present information and reflect influences.

Assessment tasks

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

UNIT 2: Applications of Visual Communication Design

Areas of study

1. **Technical drawing in context** – This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions.

2. **Type and Imagery** – In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication.

3. **Applying the design process** – This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas.

Outcomes

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

1. create technical drawings using manual and digital methods
2. create typography concepts using manual and digital methods
3. apply a design process to develop a visual communication solution to a set task.

Assessment tasks

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

UNIT 3: Design Thinking and Practice

Areas of study

1. a) **Analysis and practice in context** – In this area of study students explore a range of existing visual communications in the communication environmental and industrial design fields.

   b) **Design industry practice** – In this area of study students investigate how the design process is applied in industry to create visual communications.

2. **Developing a brief and generating ideas –** In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Outcomes

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

1. make and document design decisions that are informed by the analysis of existing visual communications.
2. describe the roles and relationships between the clients, designers and specialists
3. apply design thinking skills to create, analyse, evaluate, reflect on, and critique information and ideas
4. document a brief that states two distinct client needs.

Assessment tasks

School assessed coursework

School assessed coursework for Unit 3 will contribute 33 per cent to the final assessment. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 34 per cent to the final assessment:

- knowledge of drawing systems and skill in drawing and rendering
- development of solutions to visual communication problems
- analysis and evaluation of examples of visual communication
- processes and procedures used to produce visual communications.

UNIT 4: Design Development and Presentation

Areas of study

1. **Development of design concepts –** In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3.

2. **Final presentations** – This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1.

3. **Evaluation and explanation** – In this area of study students devise a pitch to present and explain their visual communications.

Outcomes

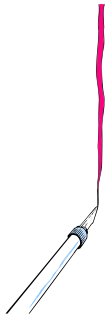
On completion of this unit the student should be able to:

1. select ideas for development that address the requirements of the brief
2. select and apply a range of manual and digital methods, materials, media, design elements, design principles, presentation formats and conventions to develop concepts
3. present final visual communications
4. devise and deliver a pitch that supports the presentation of final visual communications.

Assessment tasks

School assessed coursework

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



Examination

Students will be required to answer a series of questions related to Units 3 and 4 set by an examination panel.