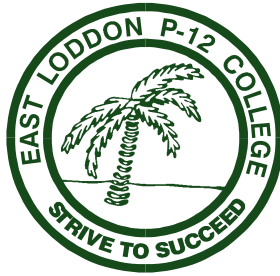# East Loddon P-12 College

VCE, VCAL & VET
Courses 2022

NAME:

Welcome to Year 11 & 12 at East Loddon P-12 College

Our aim is to promote personal excellence and engender in our students a desire for continued learning. Year 11 & 12 is concerned not only with academic preparation for the VCE/VCAL/VET but also with maturing attitudes to work, organisation and approaching life in a balanced way.

We expect our senior students to establish challenging personal learning goals, which extend their abilities, to focus clearly on achieving them and to become increasingly independent. We encourage them to set a good example for younger students, to be student leaders, to participate fully in school activities and to understand the associated responsibilities.

We are able to offer a wide range of VCE, VCAL and VET studies, and to provide close, individual attention for our students through our small class sizes and extensive student support network. VCAL has become an integral part of the options that we are able to offer students. We are fortunate in having well qualified staff experienced in providing academic and career guidance.

We would particularly like to encourage parents/guardians to maintain contact with the school throughout the year. We regard the education of our students as not the sole responsibility of the school but rather a partnership between parents, guardians, teachers and students. We wish every student success in their senior years. Do not hesitate to contact us if we can help in any way.

This Course Selection Handbook is produced for the guidance of students and their parents/guardians in selecting VCE, VCAL, VET subjects for Years 11 and 12 at East Loddon P-12 College. Before the final subject selection forms are completed students should consult widely, seeking advice about future courses and careers. Sources of advice include subject teachers, Senior Sub-School Leader and Managed Individual Pathways co-ordinator. Many publications produced by the Victorian Curriculum Assessment Authority (VCAA), Universities, TAFEs, other higher education providers and employment agencies are very useful and are available in the Careers Room.

Selecting the best course for you may not be an easy decision. Many students at this level have not finalised their ideas about what career to pursue. Make sure you spend time finding out what careers you are interested in and suited to by following up with our MIPS co-ordinator.

The choice of course for a particular career depends upon many factors, some of which are:-

(a) **Pre-requisites required by a tertiary institution and/or employing authority.**
(b) **Ability to achieve success in selected subjects.**
(c) **Past performances in the subject, together with personal likes and dislikes of the subject.**
(d) **Interest in and enjoyment of the subject.**

So, when students are selecting a course of study they should ask themselves the following questions:-

1. **Am I choosing units in which I have a good chance of success?**
2. **Do the studies I have chosen give me as much freedom as possible to change career direction?**
3. **Will these units assist me in gaining the tertiary study or employment I want?**
4. **Am I genuinely interested in these units?**
5. **Am I prepared to commit myself to the necessary work?**

Important Note: For detailed information about tertiary requirements consult the relevant VTAC or VCAA websites. www.vcaa.vic.edu.au or www.vtac.edu.au

When selecting your subjects, this should be based on your interests, abilities, career, employment or higher education course focus. If you intend to study at a higher education institution (University, TAFE College, private provider etc.) you must investigate the subject prerequisites you will need, to be able to enter the courses offered by these institutions. Please note: It is the responsibility of the student to ensure that chosen programs meet tertiary entrance requirements. Consult the current VTAC information.

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Each VCE Unit has a number 1, 2, 3, or 4. Students will normally undertake Units 1 and 2 in the first year of their VCE program (Year 11) and Units 3 and 4 in the second year (Year 12). However, student programs may include a mix of Units 1 and 2 in the second year and/or a Unit 3 and 4 in the first year. For some students it may be appropriate to plan a VCE/VET program over three years. Medical evidence will need to be provided in such cases. Parents/guardians/students will be required to work closely with the Senior Sub-School Leader to seek such approval from VCAA.

Units 1 and 2 can be done separately or as a sequence. It is expected that Unit 1 will usually be offered in the first semester and Unit 2 will be offered in the second semester. Units 3 and 4 of all studies must be done as a sequence. Unit 3 will only be offered in the first semester and Unit 4 will only be offered in the second semester.

Students may enter studies at Units 1, 2 or 3.
Some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This is advice only.

GRADUATION AND COURSE SELECTION REQUIREMENTS

To meet the graduation requirements of the VCE, each continuing student must satisfactorily complete a total of no fewer than sixteen units.

These units must include:-

- Three units of the common study of English, Language or Literature (Units 1, 2, 3 and 4)
- Must include successful completion of Units 3 & 4 an English (new requirement in 2018)
- Four sequences of Units 3 & 4 studies including an English

When selecting the units to be studied for next year, try to keep the two years of your program in mind. There are some units you have to do and others you need to do to satisfy pre-requisites for post school pathways. Some Units 3 and 4 may not specify Units 1 and 2 as a pre-requisite but it may be highly desirable, and ultimately to your advantage, to do them.

All changes of course are subject to the approval of the Senior Sub-School Leader and subject teachers. Changes are to be recorded on the appropriate proforma and given to the Senior Sub-School Leader, who needs this information to change enrolments with VCAA. **Students will need to attend a meeting with the relevant staff. Parents/guardians are also invited to this meeting.**

NOTE: It is school policy that unless there are exceptional circumstances, as authorised by the Principal, all Year 11 students are expected to undertake six subjects each semester and all Year 12 students are expected to undertake five subjects each semester. These subjects may include VET courses and/or approved structured work placement (SWP).

Exceptional circumstances: may include mental health (including depression and anxiety), wellbeing issues and illness, difficult circumstances or other. Year 11 students are generally permitted to undertake one subject at the level of Units 3 and 4. Students interested in additional Units 3 & 4 subjects in Year 11 are encouraged to discuss this with the Senior Sub-School Leader.

INFORMATION CONCERNING YEAR 11 COURSES

VCE Studies
Each student is required to select **six** units each semester and the selection must include English (1 and 2). Each student will therefore take twelve units for the whole year.

It will also be possible for some students to take a pair of units at levels 3 and 4 rather than 1 and 2. The purposes of this arrangement are to extend students' skills and to allow more students to have six pairs of units at level 3 and 4 from which a tertiary entrance ranking can be calculated. This would allow them to gain an "additional" bonus as part of their Year 12 ATAR. Units 3 and 4 taken at Year 11 cannot be repeated in the following year without incurring a ten per cent penalty. **Approval to take Units 3 and 4 levels the year prior will be given by the Senior Sub School Leader after consultation with subject teachers and the Principal.**

1. English

At Year 11 students will study English Units 1 and 2 and at Year 12 English Units 3 and 4. If a student has a strong interest they could choose VCE Language or VCE Literature as an alternative or in addition to English.

2. Mathematics

Maths is not compulsory but the requirements are complex and require careful study before students make a selection. It is recommended that students select their mathematical subject/s for Year 11 in consultation with mathematics staff and with a clear understanding of the rigors of that particular course. It is also useful for students to consider their Maths Pathway level and subsequent VCE recommendation when analysing the suitability of a particular subject.
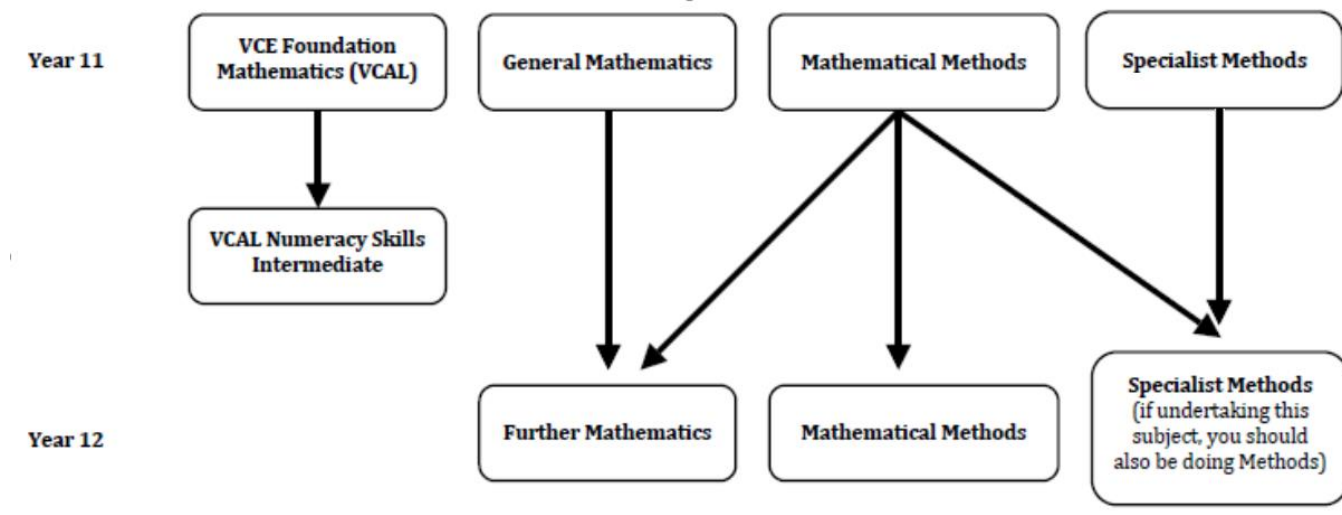
WHAT VCE MATHEMATICS DO I NEED?

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of

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practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

ASSESSMENT

For each unit, students will be awarded an 'S' (Satisfactory), if all outcomes have been achieved, and an 'N' (Not Satisfactory) if not. The Victorian Curriculum and Assessment Authority (VCAA) 'Statement of Results' issued on the completion of the VCE will contain this information. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit.

Achievement of an outcome means:

- The work meets the required standard as described in the outcomes.
- The work was submitted on time.
- There has been no substantive breach of rules.

A student may not be granted satisfactory completion if:

- The student has failed to meet a school deadline for an assessment task, including where an extension of time has been granted.
- The work cannot be authenticated.
- There has been a substantive breach of rules including school attendance rules.

Exam periods will be held in typically June (GAT 3 hours) & Oct / Nov. Exams will be one and a half hours to two hours in length. They are to be held under formal conditions and are assessment tasks which are recorded on the report. Absence from an exam means that an NA (Not Assessed) is recorded.

INFORMATION CONCERNING YEAR 12 COURSES

In Year 12, a number of Unit 3 and 4 studies will be offered, subject to a sufficient number of students selecting them. Units 3 and 4 of all studies are designed as a sequence and students must take both units of study. Each student is required to select **five** of these two unit sequences. The selection must include English (3 and 4).

Students may be able to take Units 1 and 2 in their Year 12 year where it is necessary to meet the minimum VCAA requirements and where this is possible on the timetable.

Most Year 12 students will take ten units, including VET courses.

Where illness and other factors affect performance, students may seek consideration for disadvantage through the appropriate channels.

GENERAL ACHIEVEMENT TEST

In June, all students undertaking Units 3 and 4 studies are required to complete an externally set and marked test of generalised achievements. Schools' assessments will continue to be monitored using the General Achievement Test (GAT). For purposes of statistical moderation the GAT will only be used in studies where it will improve the reliability of the process.

TERTIARY AND TAFE SELECTION

If students are to be offered a tertiary or TAFE placement, they must first have achieved "S" for **THREE** Unit 3 and 4 sequences and **THREE** units of English, regardless of the grades awarded. Students will then be offered entrance to courses based upon their ATAR. When applications have a similar ATAR and there are limited places available, the institution will use student interview or folio or ask for a VTAC supplementary form to be completed.

ASSESSMENT

School Assessed Coursework (SACs)
Each sequence of Units 3 and 4 include a set of school assessed coursework which are used to assess a student's level of performance on key aspects of the units. School assessed coursework is set by the Victorian Curriculum and Assessment Authority. The requirements for school assessed coursework are set out in the VCE study designs published and distributed by VCAA. The study designs set out the details of the tasks to be completed. Assessment of students' levels of achievement on school assessed coursework will be on the basis of teacher ratings. Each study design specifies the marks to be allocated to each piece of coursework. The assessments are recorded as scores corresponding to the outcomes as specified in the study design.

VCAA will combine the marks for school assessed coursework and examination marks to produce a Study Score for each study on a scale of 0-50. In each study, students are ranked according to their scores and then these ranks are converted to a study score from 0-50 with a mean of 30. A study score of 30 is an average performance and 45 and above an exceptional performance. It is the Study Score (Relative Position) which is used by VTAC to calculate a student's ATAR. The ATAR is then used by University and TAFE Colleges to allocate places to applicants for further study. If you lie in the middle band of applicants for a course, other factors are considered for final selection such as the types of subjects undertaken. A separate statement of results will be provided by VCAA for Units 3 and 4 of each VCE study attempted. It will describe the units and give the result ('S' - satisfactory or 'N' - unsatisfactory) for each unit.

SATISFACTORY COMPLETION OF A UNIT

You will receive 'S' ('Satisfactorily Completed') or 'N' (for 'Not Satisfactorily Completed') for each unit depending on whether or not you achieve each of the outcomes in each study. This applies to Units 1, 2, 3 and 4. When you have satisfactorily completed at least sixteen units, that is, achieved an 'S' for at least sixteen units, including 3 units of English and 3 sequences of Units 3 and 4, as outlined previously, you will be awarded your VCE.

How is the ATAR developed?

Each student undertaking a VCE study will receive from VCAA a VCE study score (relative position) out of 50 for that study. An applicant's ATAR is the percentile ranking of that applicant. It gives the comparative placement of that applicant in the age group in that year on the basis of their VCE studies (including at least one VCE study taken in that year). Put simply, a rank of 75.00 would mean that an overall result is equal to or better than at least 75.00% of the age group of VCE students for that year.

The ATAR is based on an aggregate obtained by adding:
- The student's scaled study score in English (or ESL),
- The student's best three other scaled study scores,
- 10% of the student's next two best study scores,

There will be a 10% penalty to the score of any repeat attempt of any particular study that is included in the aggregate or 'best six' calculation of the ATAR. An 'approved' university (enhancement study) can be counted in lieu of a sixth VCE study. A 'VET in Schools' program (VCE/TAFE) can be counted as a fifth and/or sixth study. It is generally required to be a VET scored assessment. In such subjects, students are often required to sit an external exam.

VET STUDIES

VET in the Victorian Certificate of Education, (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their secondary schools certificate. Students undertaking VET receive nationally recognised training from either a national training package or accredited state curriculum which **may** contribute to their VCE or VCAL Certificates.

Benefits of VET

Students may receive an enhanced Australian Tertiary Admission Rank (ATAR) score which can improve access to further education, pathways to employment or further VET education.
Workplace experience is enhanced by access to Structured Workplace Learning (SWL) and possible access to School Based Apprenticeships and Traineeships (SBAT's).

Students Value VET

- Provides a practical focus in a wide range of industry areas
- Provides direct experience in industry areas
- Provides an academic advantage in enhancing the ATAR
- Offers employment opportunities for students who may pursue part time work while undertaking further study at university or other providers

Employers value VET

- Builds entry level skills in different industry areas
- Provides a practical introduction into workplace requirements
- Enhances employability skills
- Enables industry to contribute to programs within schools and community networks

VET opportunities

Students from East Loddon P-12 College have access to the Trade Training Centre in Charlton where a wide variety of VET subjects are on offer. Students would need to provide their own transport to and from Charlton on a weekly basis. Ask your Sub-School Leader for a handbook.
Subjects offered at Charlton Trade Training Centre include;

AGRICULTURE: AHC20116 Certificate II Agriculture
ALLIED HEALTH: HLT33015 Certificate III & Cert 1 Allied Health Assistance (Partial Completion)
ANIMAL STUDIES: ACM20117 Certificate II Animal Studies
AUTOMOTIVE: AUR20716 Automotive (Vocational Preparation)
BUILDING & CONSTRUCTION: 22338VIC Certificate II Building & Construction
COMMUNITY SERVICES: CHC32015 Certificate III Community Services
ENGINEERING: 22209VIC Certificate II Engineering Studies
HOSPITALITY: SIT20416 Certificate II Hospitality (Kitchen Operations)
MUSIC: CUA30915 Certificate III Music Industry
SPORT & RECREATION: SIS30115 Certificate III Sport & Recreation
HAIR & BEAUTY PROGRAM:
BEAUTY: SHB30115 Certificate III Beauty Services
HAIR: SHB20216 Certificate II Salon Assistant

For specific information and handouts regarding the VET subjects at the Trade Training Centre in Charlton please speak to the Managed Individual Pathways MIPS co-ordinator or Senior Sub-School Leader.

VICTORIAN CERTIFICATE OF APPLIED LEARNING VCAL

VCAL is a hands-on option for students in Year 11 and beyond. VCAL has been particularly effective in encouraging students to return to school and offering a range of pathways. The VCAL is an exciting program, which helps bridge the gap between the workplace and the school. We have had a great deal of positive feedback from employers about our VCAL students. Students not only gain training in industry specific skills, but also through structured work placement (SWP). This builds in real work exposure and can lead to employment through apprenticeships and traineeships.

VCAL has three levels, Foundation, Intermediate and Senior. As part of the VCAL course it is compulsory that either a VET subject or a School Based part-time Apprenticeship or Traineeship is part of the Learning Program. Students need to take responsibility for working with the VCAL teachers and Senior Sub-School Leader in ensuring this requirement is met. Otherwise, students will risk their VCAL certificate.

There are four compulsory strands: literacy and numeracy, work-related skills, industry specific skills and personal development skills. In some instances VCE units can count towards any VCAL units completed as part of their VCAL. VCAL students are also encouraged to complete a work placement each week. Students are required to undertake VET subjects as part of their VCAL Learning Program. VCAL students can also begin a School Based part-time Apprenticeship or Traineeship through negotiation with their work placement employers. Students need to ensure they provide all information of such arrangements to the Senior Sub-School Leader and their specific subject teachers.

Students who wish to complete a VCAL course are required to participate in an interview with the Senior Sub-School Leader, VCAL staff and Managed Individual Pathways co-ordinator once they have submitted their subject selection. It will be at the discretion of the above panel whether the student has demonstrated a strong link to the VCAL pathway. Students will be required to display an interest within this area and a strong desire to complete the VCAL course including the required VET subject and structure work placement (SWP). Parents/guardians will also be invited to attend this interview.

Proposed changes to the 2023 VCAL course structure. At this stage the VCAA have provided the following transition plan.

AUSTRALIAN SCHOOL BASED APPRENTICESHIP

Students at East Loddon can also undertake an Australian School Based Apprenticeship (ASBA's). If a student has an employer who is willing to sign them on as an Australian School Based Apprenticeship then the Senior Sub-School Leader can facilitate the arrangements. In many cases, these ASBA's become full time apprenticeships when the student chooses to leave school.

What is an Australian School Based Apprenticeship?

Australian School Based Apprenticeships provide a nationally recognised qualification, which you can achieve while you are still at school completing your education. School Based Apprenticeships are available in almost every industry imaginable. School Based Apprenticeships are a legitimate part of both the VCE and VCAL. Students undertaking a School Based Apprenticeship gain credit for Year 11 and often Year 12 subjects on their VCE/VCAL statement of attainment.

Australian School Based Apprenticeships can be completed over two years and are made up of 200 days structured training and paid work. Working hours can be undertaken during the week or in some cases after school, at weekends and during holidays. The student will also be required to attend TAFE.

Training for School Based Apprenticeships is provided by a Registered Training Organisation. Every Australian School Based Apprentice completes a recognised training package either in the workplace or at the Registered Training Organisation depending on the industry undertaken. Instead of learning in a classroom situation, apprentices learn in a 'hands on', practical environment 'on the job' and are able to 'earn while they learn', in the workplace.

Who benefits?

Students who have a clear desire to work in a particular industry can gain credit towards their apprenticeships or pre-training for tertiary education whilst remaining at school. By the time the VCE/VCAL is complete, students will also have a qualification, which makes them a prize recruit for employers.

Students who prefer a practical type of education will benefit from the active 'hands on' learning an Australian School Based Apprenticeship provides.

Australian School Based Apprenticeships are an ideal way to get used to the workforce gradually and to 'get a foot through the door' with prospective full time employers.
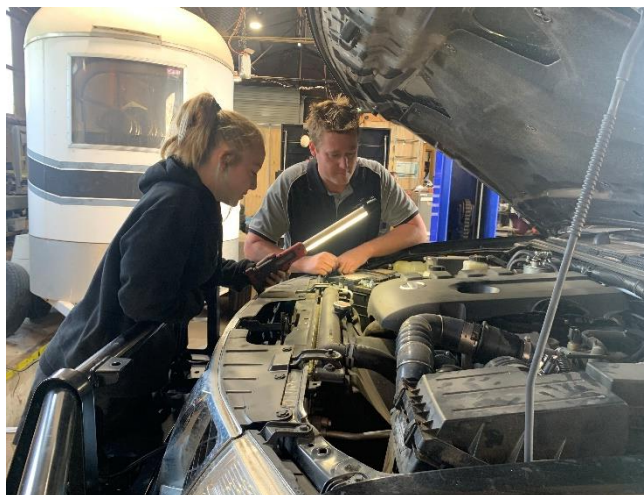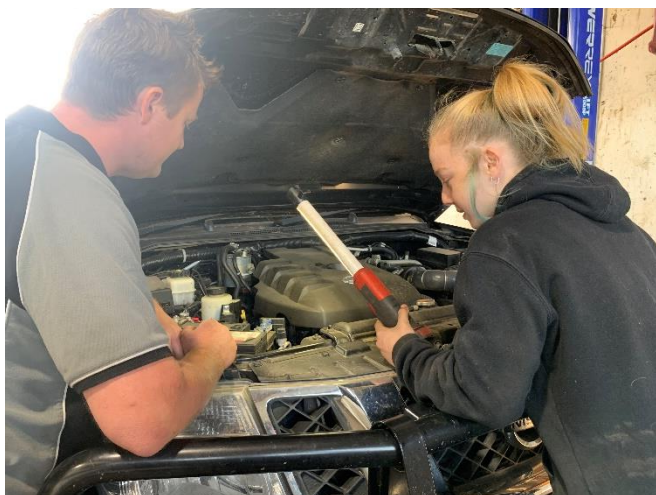
East Loddon P-12 College 'typical' VCE & VET UNIT OFFERINGS

Please note these are subjects that have typically been selected by students at the College recently. We encourage students to select the VCE subjects they are passionate about and interested in studying. Subject availability is based on student choice (career interest), teacher availability and timetabling logistics. While the school is prepared to offer each of the studies listed above, whether or not they are taught will depend on the demand for them. Every effort will be made to accommodate the particular grouping of studies that a student wants. However, it may be that not all combinations are possible. Decisions in both these areas can only be made once students have made their selections.

Subject & Identified subject teacher who may be of assistance

Accounting (Mr Rudkins)
Agriculture & Horticulture Studies (Mrs Maxted and Mrs Hocking)
Biology (Mrs Maxted and Mrs Warren)
Business Management (Mr Rudkins)
Chemistry (Mrs Johns and Mrs Warren)
Design & Tech (Mr Aurisch)
Economics (Mr Rudkins)
English (Mrs McDiven and Mrs Fleming)
English Language (Mrs McDiven and Mrs Fleming)
Food Studies (Mrs Tracy)
Health & Human Development (Miss Byrne)
History (Mr Rudkins)
German (Ms McNamara)
Legal Studies (Mr Rudkins)
General, Further, Methods & Specialist (Miss Pay, Mrs Johns, Miss Smith & Mr Wilkinson)
Outdoor Education and Environmental Studies (Miss Byrne)
Physical Education (Miss Walsh and Miss Byrne)
Physics (Miss Pay & Mr Wilkinson)
Psychology (Miss Harrington)
Software Development (Mr Clayton)
Studio Arts (Mr Aurisch, Mrs Heaslip & Miss Baker)
Visual Communication & Design (Mr Aurisch, Mrs Heaslip & Mrs Tuddenham)
VET Engineering (Mr Bunton)
VCAL Foundation, Intermediate and Senior (Mr Smith)

Available through the Trade Training Centre Charlton (see Trade Training Centre Handbook).
AGRICULTURE: AHC20116 Certificate II Agriculture
ALLIED HEALTH: HLT33015 Certificate III & Cert 1 Allied Health Assistance (Partial Completion)
ANIMAL STUDIES: ACM20117 Certificate II Animal Studies
AUTOMOTIVE: AUR20716 Automotive (Vocational Preparation)
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SPORT & RECREATION: SIS30115 Certificate III Sport & Recreation
HAIR & BEAUTY PROGRAM: BEAUTY: SHB30115 Certificate III Beauty Services
HAIR: SHB20216 Certificate II Salon Assistant

If you have a different VCE, VCAL or VET subject to the ones listed above that you are interested in studying please speak to your Senior Sub-School Leader and indicate this on your subject preference sheet. A full list and explanation of all subjects is available from http://www.vcaa.vic.edu.au/

VCE UNIT DESCRIPTIONS

Accounting

Unit 1: Role of accounting in business
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2: Accounting and decision-making for a trading business
In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Unit 3: Financial accounting for a trading business
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

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

Assessment Units 3 and 4

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

For further information please see Mr Rudkins

Agriculture & Horticulture

Agriculture is a hand-on inquiry based subject across Units 1-4. Student will participate in hands on, practical investigation, listen to guest speakers and participate in excursions to field days and local farms to conduct fieldwork and investigate specific Agricultural and Horticultural businesses.

Unit 1 and 2:

Students will have the opportunity to design and run their own Agricultural and/or Horticultural business. Students will create a portfolio keeping track of their business inputs and outputs, planning, tasks to be completed, weed and pest management, financial profits and losses, occupational health and safety requirements and regular journal requirements of their businesses progress.

Unit 1: Change and opportunity

In this unit, students develop their understanding of Australia's agricultural and horticultural industries. Students research opportunities of working in Agriculture and/or Horticulture. Students explore career pathways in Agriculture, with a focus on innovation and creative problem solving in the face of change and challenge. Students will study best practise in agriculture and horticulture in terms of climate, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis and data

Students study Indigenous Agriculture and Horticulture in Victoria prior to European settlement and compare Indigenous and European agriculture in an Australian landscape.

Students must undertake practical investigations reflecting these areas of study.

Unit 2: Food and fibre production

In this unit, students will focus on agricultural and horticultural practices, with a focus on soil management and how selection occurs for suitable plant and animal varieties in a local context.

Students explore system and production cycles, health and safety and the factors that influence the growth and development of plants and animals. Through a range of practical tasks and excursion, students will make decisions about testing soils and selecting suitable plants and animals for the area. Students also consider tools for and methods of testing and measuring quality and improvement in agricultural and horticultural practices.

Unit 3:

In this unit students will look at the role of research and data, innovation and technology play in Australia's food and fibre industries. Students will visit an Agricultural field days and local farms to investigate new and emerging technology. Students are challenged to apply problem solving skills to find solutions to issues, analysing responses leading to successful outcomes as we as those with unforeseen consequences.

Students investigate the importance of biosecurity to excursions to local businesses such as piggeries where this is an integral part of successfully managing a business. Students study the protection of agricultural and horticultural industries against pests, diseases and weeds, and measure to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

Unit 4:

In this unit students study sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students will research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation through excursions to local areas of interest and create business management plans to suggest areas for improvement. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. Students conduct fieldwork to consider, research and record environmental indicators. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.

For further information, please see Mrs Hocking and Mrs Maxted.

BIOLOGY

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

Outcome 1:
- Cell size, structure and function
- Crossing the plasma membrane
- Binary fission in prokaryotic cells
-Cell cycle in eukaryotic cells, mitosis and cytokinesis
-Disruption to the regulation of the cell cycle: cancer and characteristics of cancer cells
-Properties of stem cells, allowing for differentiation, specialisation and renewal of cells

Outcome 2:
-Functioning systems in plants: organisation of cells into tissues for specific functions in vascular plants
-Functioning systems in animals and humans: organisation of cells into tissues for specific functions such as digestion, endocrine and excretory
-Water balance in vascular plants
-Regulation of temperature, blood glucose and water balance in animals via homeostasis

Outcome 3:
Design and undertake an investigation related to the function and/or regulation of cells or systems.

Outcomes one and two involve a large portion of laboratory work, including the use of microscopes to study the topics specific to the outcomes.

Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

Outcome 1:
- Genomes, genes and alleles
- Chromosomes
- Genotypes and Phenotypes
- Pedigree charts, genetic cross outcomes and genetic decision-making

Outcome 2:
- Asexual reproduction, sexual reproduction and cloning
- Genetic diversity of a species or population
- Structural, physiological and behavioural adaptations that enhance an organism's survival
- Survival through interdependencies between species
- Contribution of Aboriginal and Torres Strait Islander peoples' knowledge and perspective on the adaptations of, and interdependencies between, species in Australian ecosystems

Outcome 3:
Investigation of an issue.
Students identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

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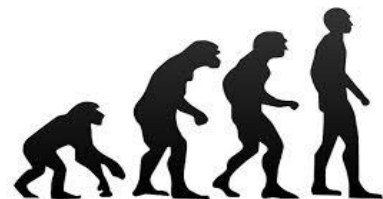
Students design and conduct their own investigation and explain the biological concepts, identify different opinions, outline legal, social and ethical implications for the individual or species and justify their conclusions.

The investigation can occur through the following ways:
- Lab work
- Computer simulations and modelling
- Literature searches
- Interviews with experts.

Unit 3: How Do Cells Maintain Life?
How Do Cellular Processes Work? and How Do Cells Communicate?

**Unit 4: How Does Life Change and Respond To Challenges?**
How Are Species Related? and How Do Humans Impact on Biological Processes?

A student practical investigation related to cellular processes and/or biological change and continuity over time is
undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
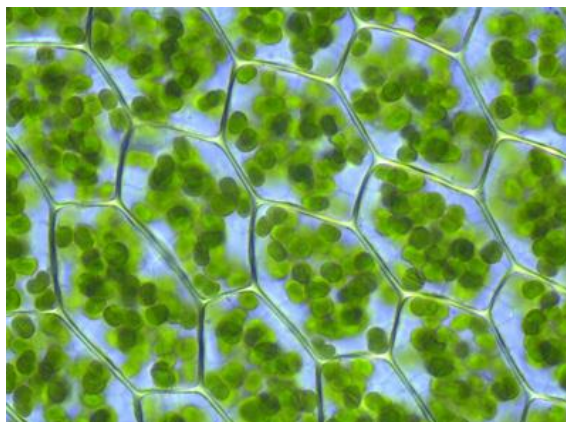
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Biology the student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

See Mrs Warren & Mrs Maxted for further details.

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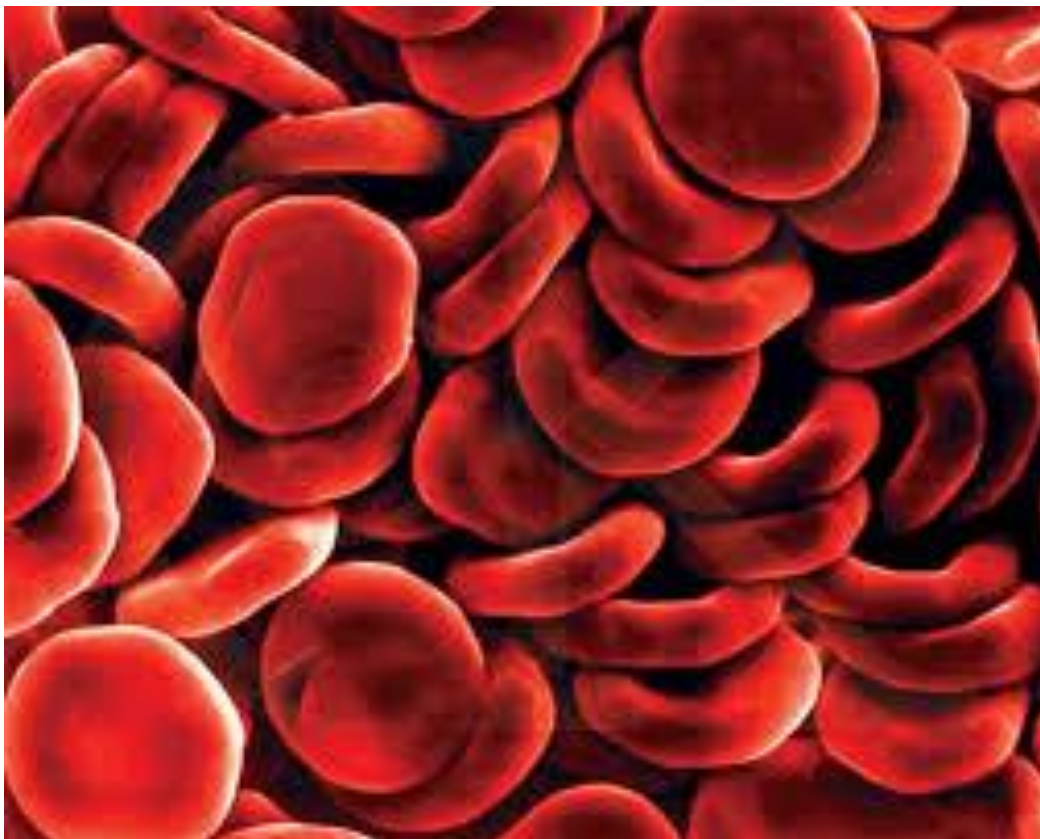
BUSINESS MANAGEMENT

Aims

This study enables students to:

• understand and apply business concepts, principles and terminology
• understand the complex and changing environments within which businesses operate
• understand the relationships that exist between a business and its stakeholders
• recognise the contribution and significance of business within local, national and global markets
• analyse and evaluate the effectiveness of management strategies in different contexts
• propose strategies to solve business problems and take advantage of business opportunities.

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.

Unit 2: Establishing a business

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

Unit 3: Managing a business

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

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

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

Assessment

• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.

See Mr Rudkins for further information and advice.

Your guide to growing your business

Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond, and 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.

Chemistry is applied in many fields including agriculture, dentistry, dietetics, engineering, forensic science, horticulture, pharmacy, sports science, and veterinary science.

In VCE Chemistry, students will apply chemical principles to explain and quantify the behaviour of matter and undertake practical activities that involve the analysis and synthesis of a variety of materials, as well as conduct investigations into selected research topics and communicate their findings.

The study is made up of four units:

Unit 1 focuses on explaining the diversity of materials, as students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. A research investigation into a selected question related to materials is undertaken in this unit.

Unit 2 details the unique nature of water, as students explore the physical and chemical properties of water, the reactions that occur in water and various methods of measuring and analysing substances in water. A practical investigation into an aspect of water quality is undertaken in this unit.

Unit 3 explores the different options for energy production and the factors used to optimise the efficiency of chemical processes. A practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, with the findings presented in a scientific poster format.

Unit 4 examines how organic compounds are categorised, analysed and used, as students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

All units involve the performance of experiments. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
   The school determines levels of achievement.

Units 3 and 4
   School assessed coursework and an end-of-year examination.
- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- End-of-year examination: 60 percent

See Mrs Johns and Mrs Warren for further information.

Computing

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

The study is made up of six units:

Unit 1: Computing

Unit 2: Computing

Units 3 and 4: Infomatics

Units 3 and 4: Software development

Unit 1 focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

Unit 2 focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Unit 3 (Informatics) focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

Unit 4 (Informatics) focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

Unit 3 (Software development) focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems.

Unit 4 (Software development) focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

No pre-requisites for entry to Units 1 and 2. Due to the increase in the theory components of Units 3 and 4 it is strongly recommended that students do Units 1 and 2 before units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4. Each unit has at least 50% theory component.

Assessment

Satisfactory Completion
Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
 The individual school will determine the level of achievement.

Units 3 and 4 both IT applications and Software development
 School-assessed work and end-of-year examination

- Unit 3 school-assessed coursework: 10 percent
- Unit 4 school-assessed coursework: 10 percent
- Unit 3 school-assessed task 15 percent
- Unit 4 school-assessed task 15 percent
- Unit 3 & 4 examinations: 50 percent

See Mr Clayton for further details.

Design & Tech

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. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting.

Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

- In Area of Study 1, students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.
- In Area of Study 2, students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.
- In Area of Study 3, students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Unit 4: Product development and evaluation
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

- In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.
- In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.
- In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

See Mr Aurisch for further details.

Economics

Unit 1: The behaviour of consumers and businesses
Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary economic issues
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

Unit 3: Australia's economic prosperity
The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4: Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
- The Unit 3 school assessed coursework will contribute to 25%.
- Unit 4 school assessed coursework will contribute to 25%.
- The examination will contribute 50 per cent.

See Mr Rudkins for further details.

English

English is a compulsory subject of any VCE course and a student's score in Units 3 and 4 will be included in their ATAR. The reason English is compulsory is because it is central to the way in which students understand, critique and appreciate their world. It is central to the ways in which they participate socially, economically and culturally in Australian Society.

The VCE English course builds on the key knowledge and skills that students have been developing in English throughout their school years. It encourages the continued development of literate individuals capable of critical and creative thinking. Many of the tasks will be familiar to students with the study of a range of narrative and media texts. The core of VCE English is recognising and describing how author's construct their messages and position their audiences. Students will be expected to respond both analytically and creatively in the written and oral modes. The four VCE English Units scaffold an increasingly analytical set of key knowledge and skills and this supports hard working students to reach their potential.

Unit 1: For Outcome 1, students will be expected to study two narrative texts. They will demonstrate their understanding of Kate Grenville's novel 'The Lieutenant' by drafting and editing a creative response. Part of this task is to submit a written explanation. This allows the students to explain how their own narrative reflects the themes and language choices of the author. Students will also study the film Hitchcock's 'Rear Window' and write an analytical text response. For Outcome 2, students will analyse how authors of media texts and images use argument and language to persuade their audience. Students will also choose a current media issue to study and then develop their own opinion of which they will present to the class.

Unit 2: This unit has an emphasis on comparing similarities and differences between texts. For Outcome 1, students will study Arthur Miller's play 'The Crucible' and Rosalie Ham's novel 'The Dressmaker' together. They will write an extended analytical text response that compares and contrasts the context, issues and language of these two texts. For Outcome 2 and like Unit 1, students will write an analysis of the argument, images and language in a persuasive text but also compare it to persuasive strategies made by a different author about the same issue. Students will write a persuasive text of their own based on a current Australian media issue.

Unit 3: Over the course of this unit, students will read and analyse two major texts. They will write an analytical text response essay. They will also craft and edit a creative response to the Euripides play, 'The Women of Troy'. This creative writing task will also involve students explaining their choices as an author and how they have drawn inspiration from the style and language features used by the original author of the class text. Lastly, Unit 3 requires students to analyse how arguments and language are used to persuade audiences. They will read and view both written and visual texts from the media in order to achieve this outcome. A comparative analysis will be the final writing task for the unit.

Unit 4: To continue developing an understanding of persuasive arguments, students will research a current issue in the media and develop a persuasive speech to apply their skills from Unit 3. Students will again write a statement of intention to explain their choices as an author to show a full understanding of how language persuades. The final coursework task for the year will be a comparative analytical text response essay. This will involve students comparing the themes, ideas and issues in Australian author David Malouf's poetic novel 'Ransom' and Stephen Frears' film 'The Queen'.

The end of year exam will require students to write:
- one analytical text response essay
- one comparative analytical text response essay
- one analysis of persuasive argument and language

See Mrs Fleming or Mrs McDiven for further details about this subject.

English Language

Unit 1: Language and communication: Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language

choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: Language change: In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Unit 3: Language variation and social purpose: In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4: Language variation and identity: In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups.

For further information see Mrs Fleming & Mrs McDiven

Food Studies

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia, focusing on commercial food production industries, and food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

**Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.
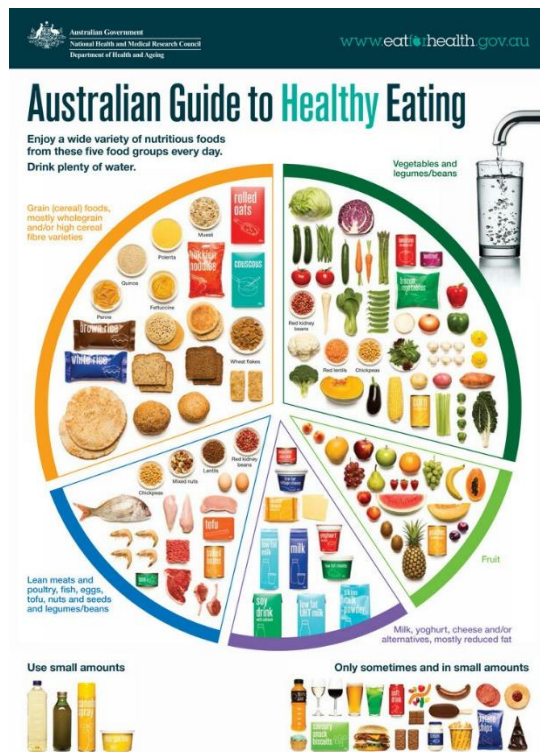
Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
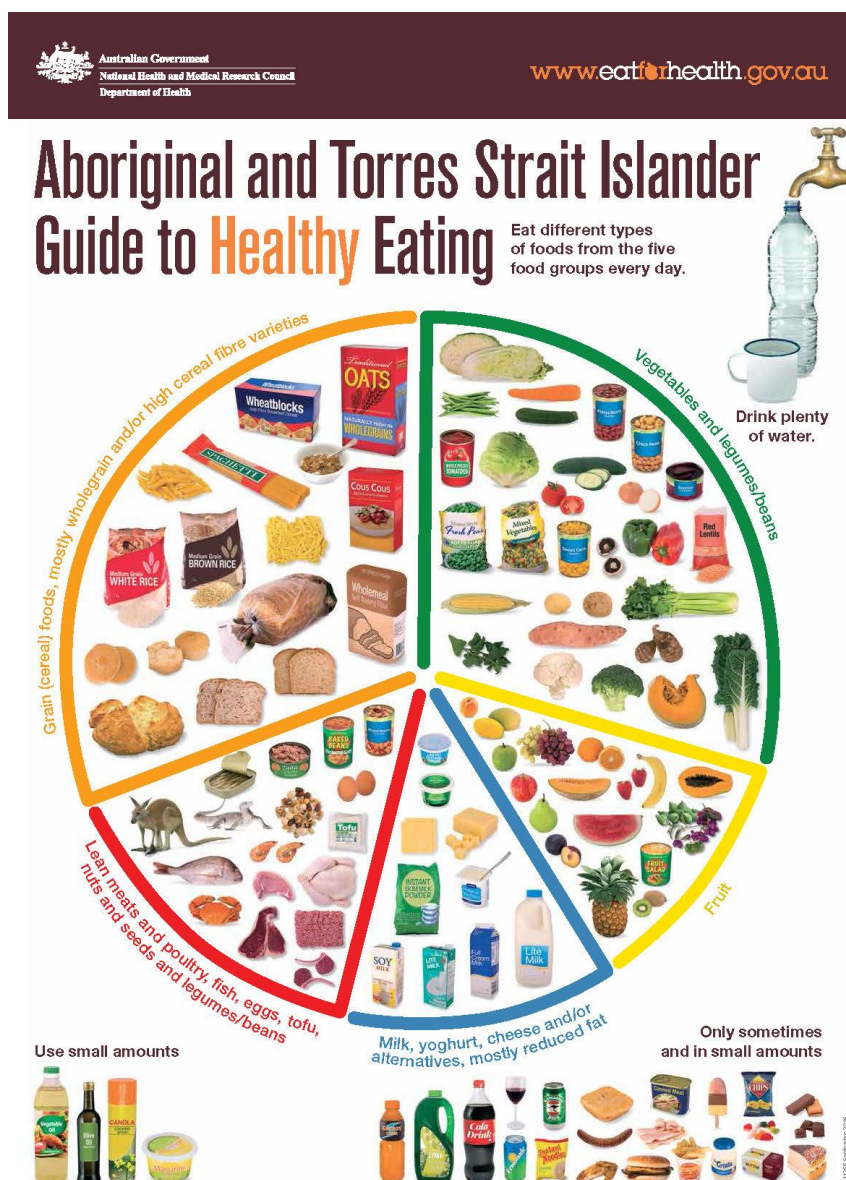
Assessment

All assessment at Units 1 and 2 are school based. Students are required to demonstrate two outcomes per unit.

Unit 3 School-assessed Coursework contributes to 30% of the study score

Unit 4 School-assessed Coursework contributes to 30% of the study score

End-of-year examination contributes to 40% of the study score

See Mrs Tracy for further details.

Health&Human Development

Unit 1: Understanding health and wellbeing
Health perspectives and influences: Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions. They look at measurable indicators of population health, and at data reflecting the health status of Australians.

Health and nutrition: 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. Develop strategies for evaluating nutrition info from various sources.

Youth health and wellbeing: Students identify major health inequalities among Australia's youth and reflect on the causes. They research what young people are most focused on and concerned about with regard to health and wellbeing. Students explore government and organisations that develop youth health programs.

Unit 2: Managing health and development - Developmental transitions: Focus on expected changes, significant decisions, and protective factors, including behaviours. 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 an influence on contributing to development and health.

Health care in Australia: 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. 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 and use of stem cells.

Unit 3: Australia's health in a globalised world - Understanding health and wellbeing: Explores health and wellbeing and illness as complex, dynamic and subjective concepts. 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. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors.

Promoting health and wellbeing: Approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion. The Australian health system and health promotion in relation to its role in promoting health and wellbeing.

Unit 4: Health and human development in a global context - Health and wellbeing in a global context: Similarities and differences in major burdens of disease in low- , middle- and high income countries. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and health in a global context. Students consider the global reach of product marketing and inquire into the effects.

Health and the Sustainable Development Goals Rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the work of the WHO and evaluate Australia's aid program and the role of NGO.

See Miss Byrne for further information.

History

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

By the 15th century, international trade was dominated by the Republic of Venice, the Ming Dynasty in China and the Byzantine Empire. Between them they controlled key trading hubs along the Silk Road and Mediterranean Sea, in cities such as Constantinople, Venice and Beijing. Other empires were regional rather than global in reach: Mughals in India, Ming and Qing in China and the Tsars of Russia. By the 16th century the Ottoman Empire conquered Constantinople and controlled key trading routes. Emerging European powers Portugal, Spain, France, Britain and the Netherlands circumvented the power of these established empires, gaining access to goods through alternative routes. By harnessing new knowledge and technologies, their voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world.

Mindsets also changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects. Consequently, new trade networks such as the 'Columbian Exchange' increased the prevalence and reliance on the slave trade and the demand for resources. Europe and Asia profited in their monopolies at the expense of indigenous cultures and environmental sustainability.

Imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified, culminating in the Seven Year's War, which later influenced the revolutions within America, France and Haiti.

In developing a course, teachers select two empires to be studied, one empire for Unit 1 and one empire for Unit 2. The empire selected for Area of Study 1, Unit 1 must be selected for Area of Study 2, Unit 1. The empire selected for Area of Study 1, Unit 2 must be selected for Area of
Study 2, Unit 2. Select two empires from the following eleven options:

Ottoman Empire (1299–1699)	Mughal Empire (1526–1758)
Venetian Empire (1300–1797)	Russian Empire (1552–1894)
Ming Dynasty (1368–1644)	Dutch Empire (1543–1795)
Portuguese Empire (1415–1822)	British Empire (1583–1788)
Spanish Empire (1492–1713)	French Empire (1605–1774)
	Qing Dynasty (1644–1911)

Modern History Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events,

ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: The changing world order

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

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Ancient History Unit 1: Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Unit 2: Ancient Egypt

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Unit 2: Early China

In this unit students investigate the features of civilisation in early China and the representation of power during the Qin and Han empires. The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BCE) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in 220 CE. Students consider the importance of primary sources to historical inquiry about Early China.

Units 3 and 4: Ancient History

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced

dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence and evaluate the features and role of individuals in an ancient civilisation. Students develop their understanding of the importance of primary sources to historical inquiry about ancient civilisations. They consider the different perspectives and experiences of people who lived in ancient societies. They use historical interpretations to evaluate how the features of the ancient society changed, and the role, motives and influences of key individuals involved in a crisis.

In developing a course, teachers select two ancient societies to be studied, one for Unit 3 and one for Unit 4. The ancient society selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The ancient society selected for Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2. Select two ancient societies from the following:

- Egypt
- Greece
- Rome.

Units 3 and 4: Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below. The historical investigation selected in Unit 3, Area of
Study 1, must be selected for Unit 3, Area of Study 2. The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)

- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

Percentage contributions to the study score in VCE History are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

See Mr Rudkins for further information

German

Unit 1

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Units 3 & 4 – involves;

• create a personal or imaginative text focusing on an event or experience in the past, present or future.
• show knowledge of first- and third-person narrative perspectives.
• vary language for audience, context and purpose, and change style and register appropriately.
• organise and sequence ideas & simplify or paraphrase complex expressions.
• use simple stylistic techniques such as repetition, questions, exclamations, changes in tone / delivery.
• select and make appropriate use of reference materials, including dictionaries.
• convey gist, identify main points, supporting points and detailed items of specific information.
• infer points of view, attitudes, emotions from context and/or choice of language and intonation.
• accurately convey meaning & establish and confirm meaning through re-listening, using dictionaries.
• show knowledge of registers and stylistic features such as repetition and tone & convey gist, identify main points and extract and use information.
• infer points of view, attitudes, emotions from context and/or choice of language.
• summarise, interpret and evaluate information & compare and contrast aspects of different texts
• accurately convey understanding.
• show knowledge of and use a range of text types & use simple stylistic features such as repetition.
• compare and contrast aspects of life in German-speaking communities with those in Australia.
• identify and comment on culturally specific aspects of language, behaviour or attitude.
• present an opinion on an aspect of the culture associated with the language.

Contribution towards study score;
- Unit 3 school assessed coursework 25% & Unit 4 school assessed coursework 25%
- Oral examination (Oct) 12.5%
- Written examination (Nov) 37.5%

The course is likely to be studied through the Victorian School of Languages (VSL) via distance education with support provided by our LOTE teachers here at EL. VSL also charge an additional $80 per semester. For further information please speak to Ms McNamara.

Legal Studies

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

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

See Mr Rudkins for further details.

Mathematics

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. Essential mathematical activities include calculating and computing, conjecturing, abstracting, proving, applying, investigating, modelling, problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

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

The study is made up of the following units:
> General Mathematics Units 1 and 2
> Specialist Mathematics Units 1 and 2
> Mathematical Methods (CAS*) Units 1 and 2
> Further Mathematics Units 3 and 4
> Mathematical Methods (CAS) Units 3 and 4
> Specialist Mathematics Units 3 and 4

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes.
Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

General Mathematics Units 1 and 2 provide courses of study for a broad range of students and may be implemented in a number of ways. They usually lead on to Further Maths Units 3&4.

Specialist Mathematics Units 1 and 2 provides students intending to take Specialist Mathematics Units 3 and 4 with a subject to be taken in conjunction with Mathematical Methods Units 1 and 2 which provides further foundation in some skills used in Specialist Mathematics Units 3 and 4 that are not focused on in other mathematics subjects.

Mathematical Methods (CAS) Units 1 and 2 are the most difficult units and are a prerequisite for Mathematical Methods (CAS) Units 3 and 4 and Specialist Mathematics at Year 12.

Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

Further Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2.
Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Specialist Mathematics Units 3 and 4 are normally taken in conjunction with Mathematical Methods (CAS) Units 3 and 4, and the areas of study extend and develop material from Mathematical Methods (CAS) Units 3 and 4. Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines.
*Computer Algebra System – use of graphics calculator

Use of Technology across Units 1 to 4

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems both in the learning of new material and the application of this material in a variety of different contexts.

Entry

There are no prerequisites for entry to VCAL Numeracy Foundation, VCAL Numeracy Intermediate, General Mathematics Units 1 and 2, Mathematical Methods (CAS) Units 1 and 2 or Specialist Mathematics Units 1 and 2.

However, students attempting Mathematical Methods or Specialist Mathematics, in particular, are expected to have a sound background in algebra, function and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 in these subjects without completing Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

Assessment

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

Levels of Achievement

Units 1 and 2
The assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Satisfactory assessment is based on a range of tasks including tests, assignments, exams and practical activities.

Units 3 and 4
VCAA will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examination as follows
1.   Further Mathematics
- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 14 percent
- Unit 3 and 4 end-of-year exam (facts, skills and applications):   33 percent
  (One bound reference textbook or lecture pad + calculator allowed)
- Units 3 and 4 end-of-year examination (analysis task):   33 percent
  (One bound reference textbook or lecture pad + calculator allowed)

2.   Mathematical Methods (CAS)
- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 & 4 end-of-year examination (facts, skills &applications):   22 percent
  (No calculator or notes allowed in this examination)
- Unit 3 and 4 end-of-year examination (analysis task):   44 percent
  (One bound reference textbook or lecture pad allowed)

3.   Specialist Mathematics

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- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 examination (facts, skills and applications):   22 percent
  (No calculator or notes allowed in this examination. A sheet of formulae will be provided)
- Unit 3 and 4 examination (analysis task):   44 percent
  (One bound reference textbook or lecture pad allowed)

Calculators
Mathematical Methods (CAS)
It will be assumed that you have access to a **CAS calculator**. Any VCAA approved CAS calculator can be used but the textbook we use is written primarily for a **TI-Inspire CX CAS calculator.** A range of discontinued TI CAS calculators such as the **TI-89**, **TI-92** and **TI-92+** could also be used.
If you need further information on VCAA approved calculators, visit the VCAA website at:
http://www.vcaa.vic.edu.au/vce/studies/mathematics/approvedcalculators.html#H2N1006A.

For further information please speak to Mrs Johns, Miss Pay, Miss Smith or Mr Wilkinson.
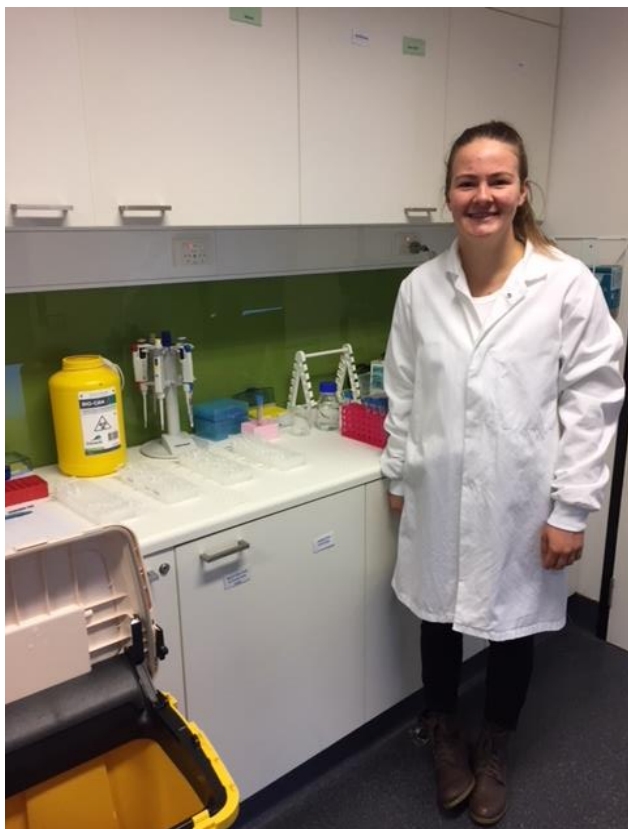
Outdoor & Environmental Studies

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Each unit involves at least 50 hours of scheduled classroom instruction, including outdoor experiences.

See Miss Byrne for further details.

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Physical Education

Unit 1: The Human Body in Motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

Unit 2: Physical Activity, Sport and Society.
Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Area of Study 1
How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills

Area of Study 2
How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three

energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

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. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Area of Study 1
What are the foundations of an effective training program?

In this area of study student's focus on the information required to form the foundation of an effective training program.
They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.
Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Area of Study 2
How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Physical Education examines the anatomical, physiological, biomechanical, social and cultural influences on performance and participation in physical activities. Theory and practice are integrated in this study area.

Assessment Units 3 and 4
School-assessed coursework and an end-of-year examination

- Unit 3 school assessed coursework: 25 Percent
- Unit 4 school assessed coursework: 25 Percent
- Unit 3 and 4 examination: 50 Percent

For further information speak to Miss Walsh and Miss Byrne

Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe.

The knowledge gained through physics will enhance students' ability to innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

Unit 1
Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.
Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.
In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. 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.

Unit 3
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster.

Unit 4

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

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

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

There are no prerequisites for entry to Units 1, 2 and 3, although students are advised that Unit 3 is designed on the basis that students understand the key knowledge and skills within Unit 2. Students who enter at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes as specified for the unit.

Level of Achievement

Units 1 and 2

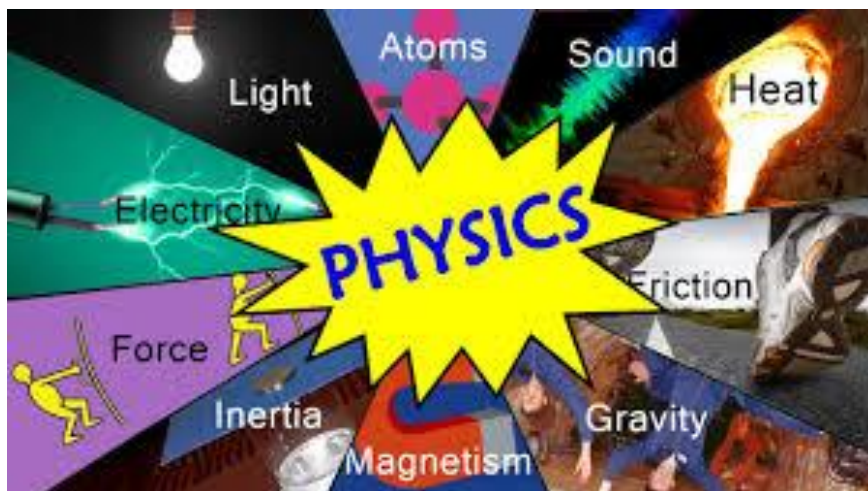Individual school assessment on levels of achievement

Units 3 and 4
Unit 3 School Based Assessment – 21%
Unit 4 School Based Assessment – 19%
End of year examination on Unit 3 and 4 – 60%

See Miss Pay or Mr Wilkinson for further details.

Psychology

Psychology incorporates the scientific study of human behaviour through biological, psychological and social perspectives. It applies personal and social circumstances in everyday life. VCE Psychology provides students with a framework for exploring the factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Students explore the connections between the brain and behaviour, focussing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

VCE Psychology includes inquiry research including observational studies, self-reports, questionnaires, interviews, and examination of case studies. Students work collaboratively as well as independently on a range of tasks. They pose questions, collect, analyse and critically interpret data, investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer-term consequences for the individual, environment and society.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as nursing and allied health, early childhood education, teaching, sports psychology, environmental studies, academic and research institutions, human resources, government, and corporate and private enterprises. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1 - How are behaviour and mental processes shaped?Human development involves changes in thoughts, feelings and behaviours. In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 – How do external factors influence behaviour and mental processes?
 A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit, students investigate how perception enables a person to interact with the world around them and how their perception can be distorted. They 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 an individual and groups. They examine the contribution that research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit, students examine the functioning of the human nervous system to explain how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum to analyse mental health and disorders. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement

Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework and examination

For further information please see Ms Harrington.

Studio Arts

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork.

Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Unit 1: Studio Inspiration and Techniques- Researching and recording ideas, Studio practice, Interpreting Art ideas and use of materials and techniques.
Unit 2: Studio Exploration and Concepts- Exploration of studio practices and development of artworks, Ideas and styles in artworks.
Unit 3: Studio practises and processes. Exploration proposal, Studio process, Artists and studio practices.
Unit 4: Studio practice and art industry context. Develop, refine and present artworks and investigation of art industry.

Unit 1: In this unit students focus on developing an individual understanding of the stages of studio practice and **learn how to explore, develop, refine, resolve and present artworks.** Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. **Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.** Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2: In this unit students focus on **establishing and using a studio practice to produce artworks.** The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 3: In this unit students focus on the **implementation of an individual studio process leading to the production of a range of potential directions.** Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and

identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: In this unit students focus on the planning, production and evaluation required to **develop, refine and present artworks** that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they **selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.** The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. **Once the artworks have been made,** students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Assessment
Unit 3 School-assessed Coursework:

'Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.' 5%

Unit 4 School-assessed Coursework:

'Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.' 5%

Units 3 and 4 School-assessed Task:

'An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4.'

'The presentation of at least two finished artworks with an evaluation of studio processes: 60%
End-of-year examination: 30%

For further info, please see Mr Aurisch, Mrs Heaslip & Mrs Tuddenham

Visual Communication and Design

Unit 1: Introduction to visual communication design

Outcomes / Areas of Study:

1. *Drawing as a means of communication*
2. *Design elements and design principles*
3. *Visual communications in context*

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

Unit 2: Applications of visual communication within design fields

Outcomes / Areas of Study:

1. *Technical drawing in context*
2. *Type and imagery in context*
3. *Applying the design process*

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate typography and imagery and manipulate them to communicate ideas and concepts in different ways in the communication design field.
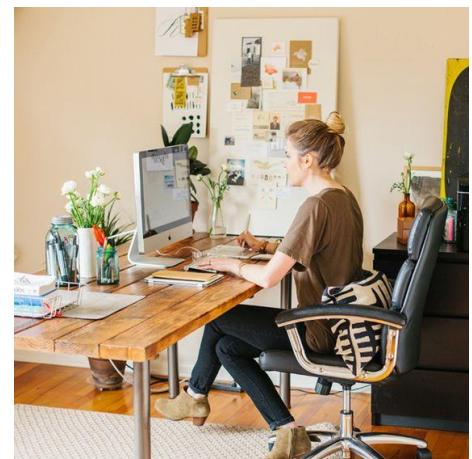
Unit 3: Visual communication design practices

Outcomes / Areas of Study:

1. *Analysis and practice in context*
2. *Design industry practice*
3. *Developing a brief and generating ideas*

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They establish a brief, identifying a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Students use observational and visualisation drawings to generate a wide range of design ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

Outcomes / Areas of Study:

1. *Development, refinement and evaluation*
2. *Final presentations*
3. *Developing a brief and generating ideas*

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials.
As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Assessment and reporting

Levels of achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4
The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 Visual Communication Design will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Visual Communication Design are as follows:

Unit	Area	Percentage
3	School–assessed coursework	25%
3 OUTCOME 3 & 4 OUTCOMES 1 AND 2	School–assessed task (SAT folio)	40%
3 AND 4	End-of-year examination	35%

See Mr Aurisch, Mrs Heaslip & Mrs Tuddenham for further details.

VET UNIT DESCRIPTIONS
See North Central Trade Training Centre Handbook