



Caulfield
grammar school

Academic Handbook 2022



Caulfield Campus
Senior School – Years 10 to 12

**PURPOSE**

To enable quality learning every day in every experience for every learner for life.

VISION

To be a leading, internationally recognised, co-educational school, fostering responsible global citizenship.

VALUES

We are one school inspired by our Anglican tradition, and are committed to modelling our values for all learners. We celebrate these five values, which guide our decisions, philosophies and behaviour.

Pursuing Excellence

We encourage our learners to grow, both as a group and individuals, through perseverance, collaboration and resilience.

Inspiring Creativity

We want our learners to imagine new possibilities and develop the skills to turn them into practical outcomes.

Thriving Together

We aim to foster a community where people look after each other, positively impacting on the wellbeing of others. With a sense of belonging, no one stands alone.

Embracing Diversity

We value the richness of difference, appreciating and recognising that all perspectives contribute to our community. Students are encouraged to recognise and challenge inappropriate behaviour if it occurs, and understand and respect what others are experiencing.

Living Wholeheartedly

Life is filled with awe and wonder, and we want our learners to make the most of it. We believe in engaging in life with purpose, courage, passion, humility and in service with others.

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General Information

Senior School at Caulfield Grammar School

The Senior Years at Caulfield Grammar School are designed to challenge students, to maximise their personal development, their academic performance and to prepare them for their chosen post secondary destination.

The structure for Years 10, 11 and 12 is designed to provide scope for the potential of each individual student to be realised through a challenging program of study which offers substantial breadth to cater for individual interests and, where appropriate, advancement to cater for individual learning needs. The studies chosen reflect this along with the careers program, community service, education outdoors, personal development, leadership opportunities and the diverse range of sporting, music, dance and theatre experiences.

Year 10 students may be able to include in their course of study (if they meet the criteria) a range of VCE Units suited to their interests and abilities. This means, in effect, that the VCE is spread over three years rather than two, enabling students to tailor their own individual learning journeys for these three critical senior years.

Catering for the Individual Needs of Students

Caulfield Grammar School acknowledges that each student is an individual and appreciates the differences that are unique to individuals. Each student is valued for his or her own particular qualities and the aim of the School is to develop each individual's potential. To ensure this development, Caulfield Grammar School utilises:

Pastoral Care System

The House system, with Heads of House Senior School, Heads of House Middle School and tutors at each year level, is the basis of the Pastoral Care Program. In addition, full time Counsellors are available to students as a support to help them through their adolescent years.

Acceleration

Caulfield Grammar School acknowledges the benefits of students being motivated and challenged in their academic studies. To this end, acceleration at Year 10 into a Unit 1/2 subject (Year 11) and at Year 11 into a Unit 3/4 subject (Year 12) is available for suitably qualified students. Selection for acceleration is confirmed after consultation between the Head of House, Learning Area Leader, students and parents. It must be emphasised that criteria have been established to determine a student's suitability for acceleration. These include performance in the particular subject under consideration as well as general performance in all subjects at that year level, especially English (Y10)/Language and Literature(Y9).

Unit 1/2

- Performance at a high level in the subject they wish to study or related subject(s) – Attainment of an MYP Criterion Achievement level > 24
- Language and literature (English) – Attainment of an MYP Criterion Achievement level > 24
- High Level performance in all other subjects – Average MYP Criterion Achievement level > 24 across all subjects
- Learning Behaviours – self-motivation and high level organisation skills

In addition, students who receive an average MYP Criterion Achievement level > 28 across all subjects may be invited by the Head of Teaching and Learning (Year 10-12) to undertake two Unit 1/2 subjects.

The MYP Criterion Achievement level is the total of the four criteria in a subject, with each criteria being out of a maximum of 8"

Unit 3/4

- Performance in the subject you wish to study or related subject(s) B+
- Language proficiency (English) B+

- Performance in all other subjects B+ (Grade Point Average of 8)
- Learning Behaviours –self-motivation and high level organisation skills

In addition, students who have a Grade Point Average of > 9 across all subjects may be invited by the Head of Teaching and Learning (Year 10-12) to undertake two Unit 3/4 subjects.

Selection for acceleration is confirmed after consultation between the Head of House, Careers Counsellor, Learning Area Leader, students and parents.

University Extension

For the student who has been accelerated in certain subjects prior to Year 12, Caulfield Grammar School, in conjunction with various tertiary institutions, offers the possibility of studying one or more 1st Year University subjects during Year 12, where applicable. Selection for acceleration is confirmed after consultation between the Head of House, Learning Area Leader, Head of Teaching and Learning, students and parents.

Learning Strategies

The Learning Strategies area caters for the learning needs of individual students. Opportunities for remediation and extension are provided so that students can maximize their potential in the academic environment. Assistance may be given in small group settings or in a one on one situation with teachers who are experienced in the field. Communication between teachers, students and parents plays an important role in the success of these programs.

Education Outdoors Program

The Education Outdoors Program exposes students to a range of challenging situations and, in doing so, promotes the development of resilience, self esteem and awareness of the environment. In Year 7, students spend 5 days at Yarra Junction and in Year 8, a further 11 days. In Year 9, students participate in a 5 week international program in China, this is currently suspended. In Year 10, students participate in a 6-day Odyssey Journey at one of 6 venues (5 in Victoria and 1 interstate) and in Years 10 and 11 many students return to Yarra Junction as Student Leaders.

Personal Development Course

As students at Caulfield Grammar School move through adolescence to adulthood they are provided with the insight to make educated decisions regarding their personal development. In Years 7 to 10 the opportunity for students to adapt and grow is facilitated through a number of courses. In Years 7 and 8 a major component of the 'Life and Faith' course contains aspects of personal development intertwined with religious studies with an overlying emphasis on learning in a community and international mindedness. In Year 9 students receive personal development as part of the Health Unit within the Physical Education curriculum. 'Personal Development' is a standalone course in Year 10. Along with unique opportunities in 'Community Time' (House time), these all assist and promote the personal development of each student in the many fields of health and wellbeing. Students are given the opportunities to provide their opinion, listen to peers and teachers and make decisions on their own path through this period in their lives using an informed values system.

Community Service Program

The Community Service Program in Years 10 - 12 promotes the concept of the student as an individual within a community beyond Caulfield Grammar School. The aims of this program are centred firmly within the notion of accepting responsibility for others in need. It is through such a program that the students develop a sense of achievement and independence, a sense of purpose and an acknowledgment of situations far more difficult than their own. Students are expected to accept responsibility for the organisation of their placements and the development of their roles within the placement situation. Year 10 students participate in a compulsory Community Service program which promotes student independence by providing them with an educational opportunity that links them with their wider community. This program promotes community awareness and challenges students to be caring and interdependent within a disadvantaged community.

Careers Education

The Careers Counsellors at Caulfield Grammar School provide a counselling service and career education program to equip student with the knowledge, skills and opportunities outlining a range of courses and careers related to individual interests and abilities. Awareness of tertiary institutions, course pre-requisites and pathways programs is highlighted in both group sessions and personal appointments. Lectures and seminars are conducted to acquaint students with the various courses offered by tertiary and further education institutions within Victoria, Australia and Internationally. Students are encouraged to take personal responsibility for their career development through identification of personal strengths and heightened awareness of opportunities and experiences available to them. This approach is then fostered throughout their Senior School years so that the graduating student develops thinking skills that support their autonomy and future employability.

All Year 10 students complete an aptitude and vocational assessment called the Morrisby Report. Subsequently, an individual meeting with a qualified Careers Counsellor guides and supports subject choices and pathway options. These activities complement the VCE subject selection and career exploration process. Year 10 students will also be introduced to professionals, industry and tertiary institutions via immersion programs and leading edge student experiences.

All senior students in Years 10, 11 and 12 are encouraged and supported to consider optional work experience placements within their term holidays.

Careers Counselling is available to students through our Careers Counsellors.

VETis (Vocational Education and Training in Schools)

What is VETis?

Vocational Education and Training in Schools (VETis) is a program where schools are able to offer senior secondary students VET qualifications as part of their senior secondary certificate. Many of the VET Qualifications approved by the VCAA can contribute to the student's ATAR score.

FEATURES OF VET

- It is a two-year program combining general VCE studies and accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification; e.g. Certificate II in Hospitality and the Victorian Certificate of Education (VCE) at the same time.
- Students can receive credit towards further VET study.
- It is one of several vocationally-oriented school programs designed to meet the needs of industry.
- It helps to make school leavers more 'job-ready', providing them with broad vocational skills and a high standard of general education.

Benefits for students undertaking VET programs:

- Broadens VCE options.
- Upon successful completion of the program, students are awarded a nationally-accredited Vocational Training Certificate.
- Multiplies post-school opportunities.
- Matches student interests and career directions through the provision of strong pathways.
- VET qualification articulates directly into further education and training at both TAFE and selected universities through documented pathway agreements.
- Provides the opportunity to 'trial' a career. Helps students explore possible areas of interest which can lead to further study and work choices.
- Allows students to develop strong links with industry and local community employers; i.e., students may be offered part-time/casual work.
- Provides preparation for the workforce:
 - (i) Capacity for co-operation, teamwork and leadership skill development.
 - (ii) Capacity to make decisions and solve problems.
 - (iii) Gain knowledge of employer's expectations and real working conditions.
 - (iv) Gain confidence and improve communication and interpersonal skills through learning in an adult environment.
 - (v) Able to demonstrate specific skills and competencies related to the VET in Schools program they are undertaking.

(vi) Assists in the transition from school to work.

(vii) Access to a range of different technologies related to the type and place of work.

HOW DOES VET WORK?

- Students choose a VET course as they would any VCE subject
- VET courses are delivered via Caulfield Grammar's Registered Training Organisation (RTO) or an external RTO
- For VET courses offered internally via the CGS RTO, the classes are scheduled as part of the timetable
- For VET courses undertaken via external RTO providers (i.e. TAFE college):
 - (i) The course is delivered in modules of twenty to forty hours.
 - (ii) The course is delivered one afternoon per week over a two-year period.
 - (iii) Students must arrange their own transport to and from the classes.
 - (iv) External VET courses are undertaken in addition to the normal CGS course load. Please note that when students attend an external course, they miss normal CGS timetabled onsite classes, and will need to catch up on missed class work.
- All units must be completed to achieve the qualification.

POSSIBLE VET OFFERINGS FOR 2022

Internal VET courses completed at the CGS campus:

- *Certificate III in Screen and Media*
See the Information Technology section for details.
- *Certificate II in Music Industry*
See the Music section for details.
- *Certificate III in Music Industry*
See the Music section for details.

External VET courses are varied, and can cater for student interests (e.g. fashion, building and construction, tourism, acting). Students can speak to the CGS Careers Department to discuss possible options. An example may be:

- *Certificate II in Hospitality*

Course Aims: This certificate aims to provide students with a general overview of the hospitality industry and the potential career paths within it. It provides training, skill development and opportunity for students to become competent in areas such as table service and meal preparation.

Awards: Certificate II in Hospitality and VCE Units 1-4.

Future Pathways: Certificate IV in Hospitality Bachelor of Applied Science – Hospitality Management.

***Please note that for International Students on a CAAW letter, these students may study a VET subject that Caulfield Grammar School offers and receive credit towards their VCE. At the completion of the course, they can only receive a Statement of Attainment rather than the full Qualification, due to their Visa stipulations.**

Contact Staff for Information and Advice

Various staff within the School are available to give advice on subject selection, study skills and on general progress. It is important that you are aware of which member of staff is responsible, and has the most up to date information, for the various aspects of your education. The first point of contact on most issues is the relevant Senior School Head of House:

Head of Senior School:	Mr C Appel
Head of Teaching and Learning:	Mr M Griffiths
Deputy Head of Senior School:	Mr D Verco
VCE Coordinator:	Mrs C Lennie
Head of Careers:	Ms D Bienert
House	Head of House Senior School
Archer	Ms P Millard
Barnett	Mr D Barry
Buntine	Ms N Bates
Davies	Mr T Farrer
Kurrie	Mr D Kinsella
Morcom	Mr T Gallop
Newton	Mrs C Jenkinson

Heads of House can assist with counselling on issues with regard to:

- Subject Selection
- Managing Workload
- Personal Concerns
- General Goal Setting
- Course Changes

Specific subject information, in addition to that which is contained within this book, can be obtained from the relevant Learning Area Leader.

Learning Area	Learning Area Leaders Senior School
Chinese	Mr L Yang
Commerce	Mr S Steyn
English	Mrs B Wall
German	Mr H Holzheuer
Health & Physical Education	Mr M Sparks
Humanities	Ms J Parker
Information Technology	Mr A Janson
Learning Strategies	Mrs S Tissot
Mathematics	Mr C Snell
Music	Mr S Walter
Performing Arts	Ms D Tinline
Science	Mr N Howes
Visual Arts	Dr R Brooks

Any concerns that you may have in regard to entering or changing courses and how that may affect tertiary entrance or VCE eligibility should be directed to either the Careers Counsellors or the Head of Teaching and Learning. Special conditions for examinations, transfers to and from other schools, interrupted study status, examination timetables, absence during examinations, relevant dates for enrolling and withdrawing from subjects, studying subjects outside the school or any other matter which may be affected by VCAA (Victorian Curriculum & Assessment Authority) should be addressed to the VCE Coordinator. VTAC (Tertiary Entrance) enquiries can be addressed to the Careers Counsellor.

Subject Selection Process

Every opportunity is taken to provide students with as wide a choice of subjects as possible and time is given for students to gain advice from a number of sources.

Subject Selection Fair

Prior to students selecting their 2022 course the Campus holds a Subject Selection Fair for Year 9, 10 and 11 students and families. This is held in the Hepworth Centre on Tuesday 15 June between 4pm-7pm. Details regarding this event have been communicated through an announcement on *CaulfieldLife*.

For students entering Year 10, the following steps will be taken:

1. Academic Handbooks will be available at Caulfield Online from mid June.
2. Prior to starting the Course Selection process families should access a 15 minute video outlining;
 - the academic learning program for the coming year
 - the subject selection process
 - VCE Assessment
 - Subject Acceleration criteria
 - Co-curricular program

The video is available for viewing on *CaulfieldLife*.

If you require subject specific information then this can also be accessed on *CaulfieldLife*.

3. The subject selection is required early so that timetabling can begin for 2022. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but this will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.
4. Middle School Heads of House will conduct interviews with students to assist in formulating realistic courses for students in 2022.
5. After discussion with the Middle School Head of House, Year 9 students may be able to select a subject from the Year 11 Units 1 and 2 offerings.

6. Semester 2 Parent/Teacher interviews are conducted for parents who require extra information about their student's progress in any particular subject area.

For students entering Year 11, the following steps will be taken:

1. Academic Handbooks will be available at Caulfield Online from mid June.
2. Prior to starting the Course Selection process families should access a 20 minute video outlining;
 - the academic learning program for the coming year
 - the subject selection process
 - Careers information, including understanding of the 'Morrisby Report'
 - VCE Assessment
 - ATARs and Scaling
 - Subject Acceleration criteria

The video is available for viewing on *CaulfieldLife*.

3. The subject selection is required early so that timetabling can begin for 2022. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but this will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

4. Senior School Heads of House and the Careers Counsellors will conduct interviews with students to assist in formulating realistic courses for students in 2022.

5. After discussion with Senior School Heads of House and Careers Counsellors, Year 10 students may be able to select a subject from the Year 12 Units 3 and 4 offerings.

6. Semester 2 Parent/Teacher interviews are conducted for parents who require extra information about their student's progress in any particular subject area.

For students entering Year 12 the following steps will be taken:

1. Academic Handbooks will be available at Caulfield Online from mid June.
2. The subject selection is required early so that timetabling can begin for 2022. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections after August, but these will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.
3. Senior School Heads of House and Careers Counsellors are available to assist students with Unit 3/4 subject selection in 2022.
4. All Year 12 students are required to undertake 5 Unit 3/4 subjects.
5. Semester 2 Parent/Teacher interviews are conducted for parents who require extra information about their student's progress in any particular subject area.

Year 10

Year 10 students at Caulfield Grammar are able to include in their course of study a range of VCE units suited to their interests and abilities. This means in effect that the VCE is spread over 3 years rather than 2, enabling students to tailor their own individual learning journeys for these three critical senior years. It also means that students in Year 10 can sample a wider range of academic and additional learning programs that Caulfield Grammar offers. It will also allow a more comprehensive induction into VCE Units 3 and 4 which determine student's ATAR scores and therefore their pathway to tertiary studies and employment.

Please note that not all our Year 10 students accelerate into a VCE Unit 1 and 2 subject. For a significant number of our students their best pathway is to complete a straight Year 10 course prior to undertaking the VCE. Students who fit any of the following categories are best placed completing a traditional Year 10 program;

- i. need further consolidation in subject content and/or skills
- ii. need assistance with organisation
- iii. need further development of academic maturity (engagement in class, motivation, homework, study skills)

It must be emphasized that criteria have been established to determine a student's suitability for selection of VCE units. Please refer to the notes

under 'Acceleration' on page 4. It is stressed that, at the Year 10 level, selections made are not binding in terms of future VCE choices or possible career paths.

Year 10 students are able to choose particular pathways in the key areas of English, Mathematics, Science and the Humanities from a wide range of entry level subjects and VCE level subjects. While all Year 10 students study these essential areas in order to extend their breadth of expertise there is considerable scope for choice based on their interests and ability.

To complement the core subject areas there is an extensive range of electives which enables Year 10 students to further explore their interests and express their talents. Again these electives are largely, but not exclusively, made up of VCE units.

Elective studies enable Year 10 students to explore the richness of languages, the visual and performing arts, business and commerce, VETs, or further options in the Sciences, Humanities, Mathematics and English learning areas. Most of the options here are at VCE level which are designed to engage and challenge our students and enable them to really explore their known or potential talents at a stage in their development when they are seeking challenges.

The Senior Years at Caulfield Grammar School are clearly focused on engaging and challenging students in their own individual and tailored course of study, while having a clear view of where each student is headed in terms of the post secondary learning journey.

Final Course Decisions for 2022

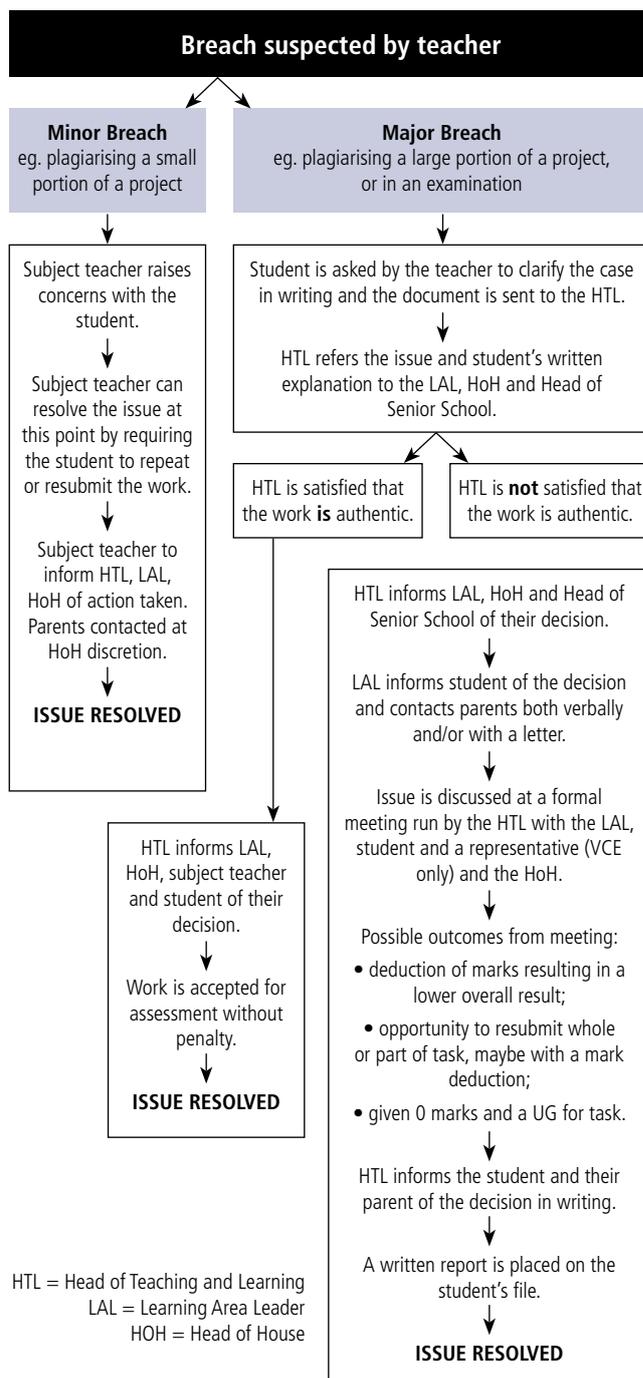
Final decisions about student courses (including acceleration) are made at the Course Confirmation Conference in November, when each student's choices are checked against their performance across the whole year.

Please note that final availability of subjects is conditional upon sufficient student demand and the cap on class sizes.

If a student elects to study a subject outside of school that is offered at school then they will not be given time release.

Breach of Assessment Rules

The following flow chart provides guidelines to follow in order to establish a consistent response to students suspected to be in breach of the Senior School assessment rules.



Summary of Courses 2022

Learning Area	Year 10 Entry Level	VCE Units 1 and 2	VCE Units 3 and 4
Chinese	Chinese (Mandarin)	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture & Society	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture & Society
Commerce	The Commercial World	Accounting Business Management Economics Legal Studies	Accounting Business Management Economics Legal Studies
English	English Foundation English English as an Additional Language (EAL) English Language Literature	English English Language English as an Additional Language (EAL) Literature	English English Language English as an Additional Language (EAL) Literature
German	German	German	German
Health and Physical Education	Personal Development Physical Education Applied Human Movement Health Perspectives	Health and Human Development Physical Education	Health and Human Development Outdoor and Environmental Studies Physical Education
Humanities	History – Australia and the Modern World International Perspectives Conspiracy and Investigation Religion and Ethics	Geography Australian and Global Politics History – Empires History – Modern History (20th Century)	Geography History – Australian History – Revolutions Global Politics
Information Technology	ICT Skills for Business Multimedia, Programming & Game Development	Creative & Digital Media (VET) – Certificate III in Screen & Media Applied Computing	Information Technology – Data Analytics Software Development Creative & Digital Media (VET) – Certificate III in Screen & Media
Mathematics	Mathematics-Foundation Mathematics 10S (Standard) Mathematics 10A Mathematics 10A Extension	General Mathematics Mathematical Methods Specialist Mathematics	Algorithmics Further Mathematics Mathematical Methods Specialist Mathematics
Music	Music VET Certificate II in Music	Music Performance VET Music Industry (Certificate III Sound Production)	Music Performance VET Music Industry (Certificate III Sound Production)
Performing Arts	Dance Theatre Studies	Dance Theatre Studies	Dance Theatre Studies
Science	Science Extension Science	Biology Chemistry Environmental Science Physics Psychology Systems Engineering	Biology Chemistry Environmental Science Physics Psychology Systems Engineering
Visual Arts	Art Studio Arts – Photography Visual Communication Design	Art Studio Arts – Photography Visual Communication Design	Art Studio Arts – Photography Visual Communication Design

Core Studies (Bold) Elective Studies

VCAA Rules for VCE Subject Selection

VCAA (Victorian Curriculum Assessment Authority) has set down requirements for students to complete their VCE certificate. When selecting a two year course, most students will do at least 22 units over two years (Years 11 and 12). To graduate with the VCE, a student must satisfactorily complete 16 units. Students may do extra or fewer units and take more time to complete them.

Students must include 4 units of English within their 22 units and satisfactorily complete three of them. In addition, students must complete at least three sequences of Level 3/4 Units.

A full Program of 24 Units

(NOTE: A Normal Program will consist of 22 units).

The idea is to select a program that is appropriate to your interests and aspirations for tertiary study, training and employment.

1	AN ENGLISH*				
2	AN ENGLISH				
3	AN ENGLISH				
4	AN ENGLISH				
Must include at least three sequences of Level 3 & 4 Units					

You can begin most studies at unit level 1, 2 or 3.

It is possible (and sometimes desirable) to do one unit at 3 and 4 level in the first year (Year 11).

Each year, a supplement detailing University pre-requisites for two years hence (ie. 2023), appears in 'The Age' and 'Herald-Sun'. Year 10 students need to use this document to assist in their course selection.

* An English – English, EAL, Literature, English Language

Victorian School of Languages

Languages other than English may be studied either by correspondence (Distance Education) or attendance at suburban centres out of school hours. Subjects which students have undertaken in the past include Indonesian, French, Japanese, Italian, Russian and Modern Greek.

Higher Education VCE Studies

Some students are able to undertake first year university subjects as part of Year 12 and able students are encouraged to do this. Most subjects have prerequisites and need school verification that the student is in the top 2% of the state in that subject area.

Subjects which students have considered in the past include Accounting, Australian History, Chemistry, Mathematics, Philosophy and Psychology.

Vocational Education and Training in Schools (VETis)

Some students are able to undertake a VET study as part of their VCE program. It is anticipated that Music Industry (Sound Production) and Creative & Digital Media will be available in 2022 on campus. It is also anticipated that Hospitality will be available off campus for students.

VCE (Baccalaureate)

Since 2014, the Victorian Curriculum and Assessment Authority (VCAA) has been awarding the Victorian Certificate of Education (VCE) Baccalaureate to students who have included a particular combination of subjects in their VCE program. The VCAA describes the VCE (Baccalaureate) as a means of recognizing students who have chosen to study a VCE program which includes a higher level of mathematics (Mathematical Methods and/or Specialist Mathematics) and a language. In addition, students must have received a study score of at least 30 for English/Literature/English Language or at least 33 for English as an Additional Language.

For students who qualify and successfully complete their VCE, the awarding of the VCE (Baccalaureate) is automatically noted by the VCAA on their Statement of VCE Results.

Whilst tertiary institutions do not offer a bonus or list the program as a pre-requisite for any particular course, students completing such a program of study have a wide range of courses available to them.

INFORMATION ON STUDIES 2022

VCE Units 3 and 4

The areas of study are common to Units 1-4. Students are required to demonstrate achievement of five outcomes which include expressing ideas through the production of original texts, analysing information from spoken and written texts, exchanging information, opinions and experiences. They will be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

The requirements of assessments are different for Chinese Second Language and Chinese Second Language Advanced in the depth of spoken and written texts, length of the words and the time spoken as well as the range and appropriateness of vocabulary and grammar.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral exchange of information
- Response to spoken, written and visual texts
- Production of original texts
- Examinations

Chinese First Language

VCE Units 1 and 2

Chinese First Language is offered for students who will typically have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The area of study comprises themes and topics, kinds of writing, vocabulary and grammar. Students will study three prescribed themes: Self and Others, Tradition and Changes in the Chinese-Speaking Communities and Global Issues. Students are required to demonstrate achievement of six outcomes and they will be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral presentation and discussion
- Response to spoken texts
- Response to written texts
- Production of original texts
- Examinations

VCE Units 3 and 4

The areas of study are common to Units 1 – 4. Students are required to demonstrate achievement of five outcomes and they will be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Skills

- Listening
- Speaking
- Reading
- Writing
- Examination Skills

Assessment Tasks

- Oral presentation and discussion
- Response to spoken texts
- Response to written texts
- Production of original texts
- External oral and written examinations

Chinese Language, Culture and Society

Units 1 and 2

The study of this subject enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Areas of Study

The areas of study for both Unit 1 and Unit 2 comprise topics of Family and education in China, Myths, legends and art of China and the four macro skills of listening, speaking, reading and writing in Chinese. Students analyse and explore, in English, texts and sources in aspects relating to the above mentioned topics. The areas of study also focus on developing students' capacity to interact in Chinese, read short texts in Chinese on aspects of the study topics, create texts in characters by producing informative writing and expressing personal ideas.

Skills for Unit 1 and 2

- Listening
- Speaking
- Reading
- Writing
- Summarise and analyse information in English
- Select and make use of relevant reference materials
- Draw conclusions from information from a range of sources
- Analyse and discuss information and ideas in English
- Examine and reflect on evidence and finding

Assessment Tasks for Unit 1

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

- Interview in Chinese
- Role-play in Chinese
- Magazine article in English
- Article in Chinese
- Informative report in Chinese
- Imaginative story in Chinese
- Written research report in English
- An oral presentation in Chinese

Assessment Tasks for Unit 2

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

- Written research report in English
- Interview in Chinese
- Magazine article in English
- Informative article in Chinese
- Role-play in Chinese
- An oral presentation

Unit 3 – Ancient Chinese philosophy and concepts related to contemporary Chinese Culture

Areas of Study

This unit has three Areas of Study which focus on exploring the topics of influential Chinese schools of thought and significant aspects of culture in Area of Study 1 and enhancing language interaction using four macro-skills of speaking, listening, reading and writing in both Areas of Study 2 and 3. All texts will be in English and will relate to the prescribed topics in Area of Study 1 for Unit 3.

Assessment Tasks

- Research essay in English
- Response to spoken texts in Chinese
- Response to written texts of the prescribed topics in Chinese and by producing a report in Chinese on the selected topic

Unit 4

Unit 4 – Change in China

Areas of Study

Area of Study 1 focuses on exploring contemporary Chinese social values through investigation and discussion in and outside classes to gain insights into changes in aspects of life in modern China and the role of China in the global community. All texts will be in English in Area of Study 1 and will relate to the prescribed topics for Unit 4. In Areas of Study 2 and 3, students develop their ability to interact in spoken Chinese, read short texts in Chinese and create texts in characters to demonstrate their understanding of the study topics.

Assessment Tasks

- Investigative report in English
- Role-play in Chinese
- Response to written texts in Chinese by producing a written text in Chinese
- External oral and written examinations

Skills for Unit 3 and 4

- Listening
- Speaking
- Reading
- Writing
- Summarise and analyse information in English
- Select and make use of relevant reference materials
- Draw conclusions from information from a range of sources
- Analyse and discuss information and ideas in English
- Examine and reflect on evidence and finding

Commerce

Year 10	Year 11	Year 12
The Commercial World	Accounting* Unit 1/2 or Unit 3/4	Accounting* Unit 3/4
Accounting* Unit 1/2	Business Management* Unit 1/2 or Unit 3/4	Business Management Unit 3/4
Business Management* Unit 1/2	Legal Studies* Unit 1/2 or Unit 3/4	Legal Studies Unit 3/4
Legal Studies* Unit 1/2	Economics* Unit 1/2 or Unit 3/4	Economics* Unit 3/4
Economics* Unit 1/2		
<i>*Only Year 10 students with 'B+' grades across a range of subjects may enrol for a Unit 1/2 subject.</i>	<i>*Only Year 11 students with 'B+' grades across a range of subjects may enrol for a Unit 3/4 subject. Students wishing to take a Unit 3/4 subject must have done the Unit 1/2 subject the previous year.</i>	<i>*Students wishing to take Accounting Unit 3/4 or Economics Unit 3/4 in Year 12 must have done at least Unit 2 in the previous year.</i>

The Commercial World

Rationale

This is a semester length elective. It is designed to provide an introduction to the world of Commerce. It focuses on concepts encountered in the disciplines of Accounting, Business Management, Economics and Legal Studies. These areas are studied in their Australian context and the global economy in which businesses operate.

Year 10

Areas of Study

- Planning and Managing a Small Business.** In this area of study students will explore the world of small business. They will learn what it takes to start a small or micro business and how to stay competitive and profitable.
- Accounting for Small Business.** In this area of study students will investigate how financial records are kept and their importance. They will explore the effect of transactions on a business's balance sheet, why it is important to accurately keep records of assets and liabilities and how to calculate profit or loss.
- Foundations of Economics.** In this area of study students will investigate what economics is and the basic economic problem of relative scarcity. They will learn how their needs and wants affect the economy and about the stages and factors of production.
- The Australian Economy in an age of globalisation.** In this area of study students will examine the changing nature of the Australian economy. They will look at the reasons why the Australian economy is shifting away from manufacturing to services. They will explore economic

concepts such as competitive advantage, and explore the changing nature of the labour market and the role of government in the economy. Students will also become familiar with core economic metrics such as inflation, GDP and full employment.

- Criminal Law, Civil Law, Commercial Law and the Courts.** In this area of study students will investigate the difference between criminal and civil law. They will also learn what happens if someone is charged with a crime and what happens if people fail in their duty of care. Students will also look at the role contracts play in business

Assessment

- Folio of exercises
- Assignments small business simulation
- Tests
- Examination

Accounting

Rationale

Accounting is an information system which provides financial and non-financial information to assist with decisions about the allocation and management of resources. Accounting information is used to help evaluate business performance and to report on the operation of a business from both an internal and external perspective

VCE Units 1 and 2

Unit 1 – The role of accounting in business

Students investigate the reasons and alternatives involved in establishing

and operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business; and consider how accounting is used to provide information for making operational and investment decisions.

Areas of Study

1. Going into business.
2. Recording financial data and reporting accounting information for a service business.

Assessment

- Folio of exercises
- Tests
- Assignments
- Examination

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 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.

Areas of Study

1. Accounting for inventory.
2. Accounting for and managing accounts receivable and accounts payable.
3. Accounting for and managing non-current assets.

Assessment

- Folio of exercises
- Tests
- Assignments
- Examination

VCE Units 3 and 4

Unit 3 – Financial accounting for a trading business

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

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

Areas of Study

1. **Recording and analysing financial data.** Students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students also consider strategies to improve the performance of the business; considering the ethical considerations relevant to the business owners.
2. **Preparing and interpreting accounting reports.** Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions. Students undertake an analysis of accounting reports and interpret the information, considering relevant ethical considerations to evaluate the performance of the business.

Assessment

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and a folio of exercises.

Unit 4 – Extension of recording and reporting

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

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

Areas of Study

1. **Extension of recording and reporting.** Students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual methods and ICT. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business. They also examine ethical considerations that may affect the recording and reporting of financial data and business performance.
2. **Budgeting and decision-making.** Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. They also discuss and evaluate the ethical considerations associated with business decision-making and business improvement.

Assessment

The student's level of achievement for Unit 4 will be determined by school-assessed coursework, a folio of exercises and an end of year examination.

- School Assessed Coursework is 25% of the Study Score for Unit 3 and 25% for Unit 4.
- Examination is 50% of the Study Score.

Business Management

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1 – Planning a business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study

1. The business idea
2. External environment
3. Internal environment

Assessment Tasks

- a case study analysis
- a business research report
- a business survey and analysis.

Unit 2 – Establishing a business

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business.

Assessment Tasks

- a case study analysis
- a business research report
- a business survey and analysis
- a media analysis.

Unit Assessment

Class work and tests 50%.

Semester examination 50%.

Unit 3 – Managing a business

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

Areas of Study

1. Business foundations
2. Managing employees
3. Operations management.

School-based assessment

- Case study
- Tests

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

Unit 4 – Transforming a business

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

Areas of Study

1. Reviewing performance – the need for change
2. Implementing change.

School-based assessment

- Case study
- Tests

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

Examination is 50% of the study score and includes topics from Units 3 & 4.

Economics

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents

VCE Units 1 and 2

Unit 1 – The behaviour of consumers and businesses

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.

Areas of Study

1. Thinking like an economist
2. Decision making in markets

Students investigate the key economic questions of:

- what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced
- why people might respond differently to incentives
- how the market-based system to allocate resources
- how resources are allocated is the basic demand and supply model.

Assessment

A variety of assessment tasks may be used, including:

- an analysis of written, visual and statistical evidence
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- structured questions
- a debate
- an essay/a structured report
- a presentation (oral, multimedia, visual)
- media analyses
- economic simulation activities.

Unit 2 – Contemporary economic issues

Students explore 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 described, discussed and evaluated by students. 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.

Areas of Study

1. Economic growth, long-term prosperity and environmental sustainability
2. Economic efficiency and equity
3. Global economic issues

Students investigate the key economic questions of:

- What is the meaning and importance of economic growth and its effect on material and non-material living standards?
- Does economic growth make life better or are there some costs involved?
- What is the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia?
- What is the effect of poverty and income inequality on individuals and the wider economy and explore the idea of intergenerational poverty?
- What are the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration.

Assessment

A variety of assessment tasks may be used, including:

- an analysis of written, visual and statistical evidence
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- structured questions
- a debate
- an essay/a structured report
- a presentation (oral, multimedia, visual)
- media analyses
- economic simulation activities.

VCE Units 3 and 4

Unit 3 – Australia's economic prosperity

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.

Areas of Study

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

Assessment

- Applied exercises
- Research Essay
- Outcome tests
- Multiple choice tests

Unit 4 – Economic Management

This unit of study focuses on the macroeconomic management of the Australian economy, analysing the operation and effects of budgetary, monetary and aggregate supply policies used by the Australian government.

Area of Study – 1

Aggregate demand policies and domestic economic stability

Students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy and explain how each policy has been utilised by the Australian Government in the past two years.

Area of Study – 2

Aggregate supply policies

Students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved.

Assessment

- Problem Solving Exercises
- Data Investigation and Analysis
- Examination

School Assessed Coursework is 25% of the Study Score for Unit 3

School Assessed Coursework is 25% of the Study Score for Unit 4

Examination is 50% of the Study Score

Legal Studies

Rationale

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

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.

Area of Study – 1

Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

Area of Study – 2

The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail.

For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of Study – 3

Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

Assessment

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session

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.

Area of Study – 1

Sanctions

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study – 2

Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation

of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study – 3

Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of the role of an individual in taking a case to court.

Assessment

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

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.

Area of Study – 1

The Victorian criminal justice system

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. The system involves a range of institutions including courts (the Magistrates' Court, County Court and Supreme Court) and others available to assist an accused. In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Area of Study – 2

The Victorian civil justice system

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. The system involves a range of institutions to resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), complaints bodies and tribunals. In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and

types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Assessment

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

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.

Area of Study – 1

The people and the Australian Constitution

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

Area of Study – 2

The people, the parliament and the courts

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

Assessment

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

School Assessed Coursework is 25% of the Study Score for Unit 3

School Assessed Coursework is 25% of the Study Score for Unit 4

Examination is 50% of the Study Score.

Higher Education Study

Accounting and Economics

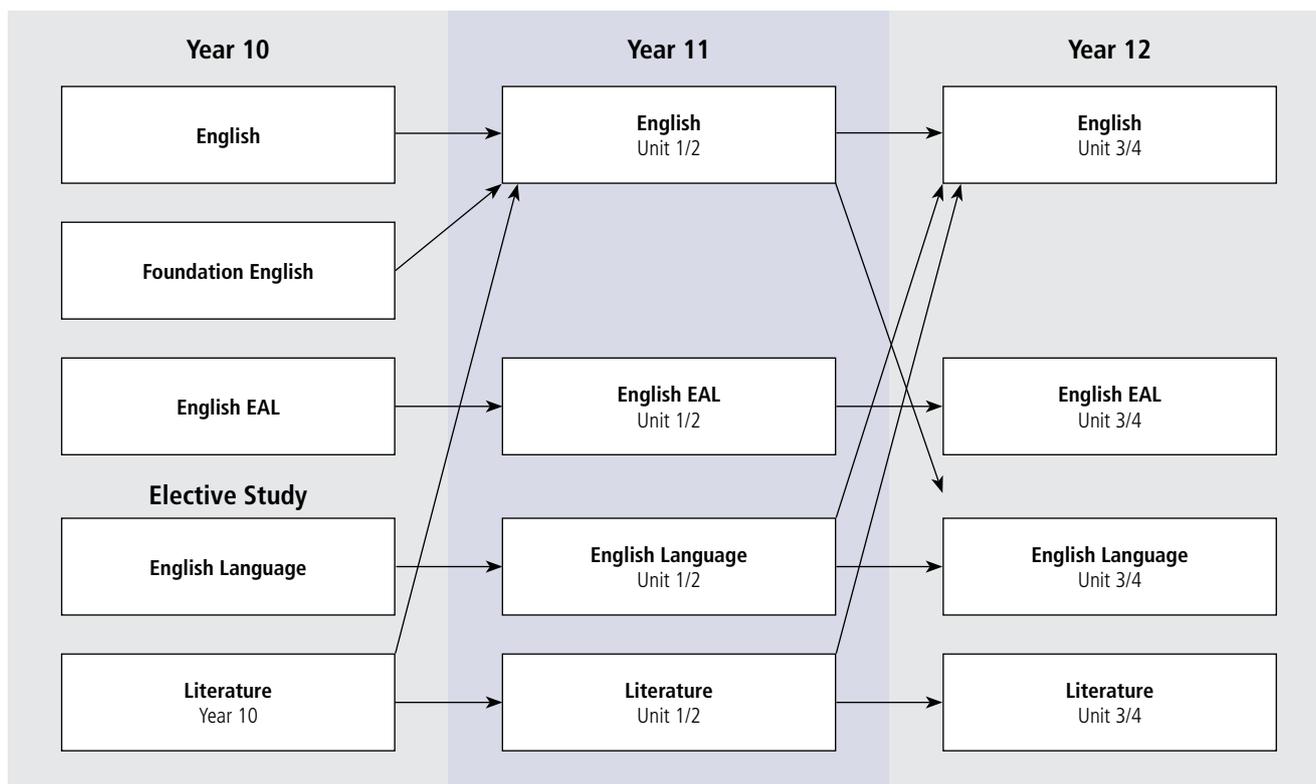
Suitably qualified students may study these courses which are provided outside the normal school program

Further details from Learning Area Leader – Commerce.

English

Rationale

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. The study of English, therefore, aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions. The study recognises that students have different social and cultural backgrounds and values this diversity.



Year 10 English

This unit of work has been devised to comply with the Australian Curriculum for English

Areas of Study

- Text study:** a study of a range of texts from Shakespeare to contemporary print and non-print texts. Students respond personally and critically, having explored the ways in which texts have been constructed. They are required to articulate clearly their own values, beliefs, concerns and points of view through their engagement with the texts.
- Writing:** students write for a range of audiences, situations and purposes. They are encouraged to develop, revise and edit their writing. It is expected that they will write with accuracy and clarity and with attention to spelling, punctuation, syntax, vocabulary, organisation and coherence.
- Oral language:** students, both as individuals and as members of groups must demonstrate that they can speak effectively in different situations and are able to listen actively to oral presentations.
- Issues:** students develop an awareness of contemporary issues through media analysis.

Skills

- Critical analysis of texts
- Personal response to print and non-print texts
- Media analysis
- Analysis of language
- Listening to others

- Diversity of thought
- Use of language as a means of expressing thought
- Effective participation in a wide range of social situations

Assessment Tasks

- Reading and creating texts
- Reading and comparing texts
- Analytical text responses
- Creative responses
- Comparative responses
- Media analysis
- Oral communication
- Spelling and grammar
- Writing tasks under test conditions
- Wider reading
- Examinations

Students who have found English in Years 7 to 9 difficult are strongly advised to consider VCE Foundation English as a subject rather than Year 10 English.

Foundation English

Units 1 and 2 (Taken at Year 10)

These units are to be taken at the Year 10 level instead of Year 10 English. This subject is designed to be taken by those students who feel they need to consolidate their basic skill base rather than undertake the Year 10 core English Program. This VCE subject provides an opportunity for students to

refine and redevelop their basic skill base in Year 10 before they proceed to VCE Units 1 and 2 of English in Year 11.

Areas of Study

The Foundation English Course is designed around FOUR compulsory areas of study:

- The essentials of writing
- The essentials of reading
- The study of texts
- The analysis of argument

Assessment

Assessment is based on a satisfactory completion of a specified range of written, oral and group tasks based on the Areas of Study. An examination will also contribute to assessment outcomes in both units.

Satisfactory Completion

A student must complete all work requirements and the examination to receive a satisfactory result in both of the units.

VCE English

There are no pre-requisites for entry to Units 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4. The study has been designed in two unit sequences at Semester 1 and 2 in Year 11 and at Semester 3 and 4 in Year 12.

Units 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1

Reading and creating texts. In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Outcome 1

On completion of this unit the student should be able to produce analytical and creative responses to texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2

Analysing and presenting argument. In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Outcome 2

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Units 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1

Reading and comparing texts. In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts.

Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Outcome 1

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2

Analysing and presenting argument. In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Units 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Area of Study 1

Reading and creating texts. In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Outcome 1

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2

Analysing argument. In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Outcome 2

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Units 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Area of Study 1

Reading and comparing texts. In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2

Presenting argument. In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

External assessment

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

End-of-year examination

Description: The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

VCE English Language

Rationale

Among the many means of communication used by people, language occupies a unique and central place. Language serves many purposes: to inform others, to make inquiries, to carry out transactions, to establish and maintain relationships, to express and affirm individual and group identity, to preserve knowledge and traditions and as a means of pleasure.

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts, including spoken and written varieties.

Year 10 (Elective)

Why do we talk, like, the way we do? This unit looks at various elements of VCE English Language Units 1- 4 demonstrating to students both the challenging and practical nature of the subject, and allowing them to make informed choices about the selection of their VCE course..

It aims to develop:

- An understanding of how language works
- An ability to analyse the features of language
- An understanding of how language and identity are related

Course outline

The Areas of Study include:

- Subsystems
- Word classes
- Morphology
- Face and politeness
- How a sentence works
- Language creation
- Language and identity

Skills

- Analysis / interpretation of texts
- Knowledge of metalanguage
- Transcribing

Assessment Tasks

- Regular formative metalanguage tests
- Transcriptions of conversations
- Extended analytical responses
- Examination

Unit 1 – Language and Communication

This unit looks at the nature and functions of language itself, the way language is organised, the informative and expressive functions of language, signs and gestures and how children acquire language.

Areas of Study

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

Skills

- Comprehension
- Analysis
- Research Skills
- Knowledge of Metalanguage
- Oral/Aural Skills

Assessment Tasks

Students will be required to satisfactorily complete two Outcomes and an Examination:

1. Identify and describe primary aspects of the nature and functions of human language.
2. Analyse what children learn when they acquire language and to examine a range of perspectives on how language is acquired.
3. Examination.

Unit 2 – Language Changes

Languages are always changing. This can be seen by considering how English has changed over the centuries and how it is changing today. Particular attention is paid to Australian English.

Areas of Study

1. English across time
2. Englishes in contact

Skills

- Comprehension
- Analysis
- Research Skills
- Knowledge of Metalanguage
- Oral/Aural Skills

Assessment Tasks

Students will be required to satisfactorily complete two Outcomes and an Examination:

1. Describe the making of English. Identify how language change takes place and analyse a range of attitudes to language change.
2. Investigate the effects of the globalisation of English in terms of both conformity and diversity.
3. Examination.

Unit 3 – Language variation and social purpose

The focus of this unit is language in its social setting. Through languages we communicate information, ideas, attitudes, prejudices and ideological stances. Language is an instrument of action; a means of identifying and defining group membership; it reflects society and often defines nations.

Areas of Study

1. Informal language
2. Formal language

Skills

- Comprehension
- Analysis
- Knowledge of Metalanguage
- Report Writing
- Oral/Aural Skills

Assessment Tasks

Students will be required to satisfactorily complete two Outcomes:

1. Identify and analyse distinctive features of informal language in written and spoken text.
2. Identify and analyse distinctive features of formal language in written and spoken text.

Unit 4 – Language variation and identity

Through the exploration of texts this unit focuses on the social uses of language. The inter-relationships between words, sentences and text are examined to discover how they construct their message.

Areas of Study

1. Language variation in Australian society
2. Individual and group identities

Skills

- Comprehension
- Analysis
- Knowledge of Metalanguage
- Report Writing
- Oral/Aural Skills

Assessment Tasks

Students will be required to satisfactorily complete two Outcomes:

1. Investigate and analyse varieties of Australian English and attitudes towards them.
2. Analyse how people's choice of language reflects and constructs their identities.

Course work in Unit 3 is 25%; In Unit 4 is 25%

End of year Examination is 50%

English as an Additional Language (EAL)

Rationale

This course is designed for students who speak English as a Second Language. Students who wish to take this subject must be from overseas and satisfy certain conditions as laid down by the VCAA.

Year 10

The Year 10 ESL subject involves:

1. **Text.** Students will study four texts (three print and one non- print text) across Semesters One and Two. Texts to be cognitively demanding as well as culturally and linguistically appropriate. Text study will cover the range of fictional and factual texts.
2. **Writing.** Students will write a range of extended fictional and factual texts. Through modelled examples and discussion they will explore purpose, context, audience and language choices. There will be an emphasis on spelling, vocabulary, syntax, grammar and punctuation. In response to feedback and self-assessment, students will be able to revise and edit their writing to enhance fluency, accuracy and clarity.
3. **Oral Communication.** Students will develop confidence in speaking in different situations. They will discuss and present relatively complex ideas and information in a sustained and organised way. In listening to, and evaluating other viewpoints, they will gain skills in questioning, justifying, rebutting, clarifying and persuading.

Skills

- Communication
- Contextual understanding
- Linguistic structures and features
- Strategies

Assessment Tasks

- Craft of writing pieces
- Text responses
- Oral communication
- Media analysis
- Spelling and grammar
- Examinations

Units 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1

Reading and creating texts. In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Outcome 1

On completion of this unit the student should be able to produce analytical and creative responses to texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2

Analysing and presenting argument. In this area of study students focus on the analysis and construction of texts that attempt to influence an

audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Outcome 2

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Units 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1

Reading and comparing texts. themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Outcome 1

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2

Analysing and presenting argument. In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Units 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Area of Study 1

Reading and creating texts. In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Outcome 1

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2

Analysing argument. In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Outcome 2

Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Area of Study 3

EAL students only Listening to texts. In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Students demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short-answer questions.

Outcome 3

On completion of this unit the student should be able to comprehend a spoken text. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Units 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Area of Study 1

Reading and comparing texts. In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2

Presenting argument. In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

External assessment

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

End-of-year examination

Description: The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Literature

Rationale

The study of literature develops knowledge and enjoyment of a wide range of literary texts. The course has been designed to challenge students who enjoy reading widely and independently. Students are encouraged to think analytically and creatively which will enable them to write well.

The course comprises the discussion and analysis of a wide range of texts – short stories, novels, plays, film texts, documentaries and poetry. Classical and contemporary texts are studied and, while texts are in English, texts from around the world are explored along with Australian works.

Class activities range from the discussion of texts and the production of reading journals through to formal close analysis and creative writing. The review of works in performance, the study of texts within their social context and the exploration of literary techniques complement these learning strategies. Students also develop their own writing, compiling a creative writing portfolio.

The study focuses on the skilled use of the resources of language. It explores texts that recreate and interpret experience imaginatively. Students draw on their own life journeys to reflect critically and creatively on how these texts represent experience, learning to respond skilfully.

Year 10 (Elective)

The course engages students in actively reading, writing and talking about a wide range of texts. Students' enjoyment of set literature is enhanced together with their own wider reading and writing.

It aims to develop:

- An understanding of human experience as presented in literature.
- The ability to read critically.
- An interest in reading widely for pleasure and understanding

Course Outline

The Areas of Study include:

- The construction of texts
- Exploration of textual genres – films, short stories, memoirs, letters, essays, performance
- The representation of a range of cultures within texts
- The ways that texts comment on human experience
- Thematic study – close analysis, creative adaptations and transformations, introduction to literary perspectives

Skills

- Reading for understanding
- Communication of ideas
- Interpreting texts
- Performance

Assessment Tasks

- Written reviews of texts
- Reading journal
- Oral reviews of texts
- Performance reviews
- Examinations

Unit 1: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles.

Area of Study 1

Reading practices. In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

Outcome 1

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Area of Study 2

Ideas and concerns in texts. In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

Outcome 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Area of Study 1

The text, the reader and their contexts. In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts.

Outcome 1

On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Area of Study 2

Exploring connections between texts. In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts.

Outcome 2

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms

Area of Study 1

Adaptations and transformations. In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel.

By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Outcome 1

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Area of Study 2

Creative responses to texts. In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Outcome 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Area of Study 1

Literary perspectives. In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds

on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Outcome 1

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Area of Study 2

Close analysis. In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Outcome 2

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

External assessment

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

End-of-year examination

Description: The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

German

Rationale

German is an elective subject from years 7 to 12. The language is systematically extended to prepare students for the VCE.

The study of German provides students with the opportunity to learn one of the major European languages of the world, which is also one of Australia's significant community languages. German is a language of culture, music, theology and philosophy and used widely in the fields of science, medicine, economics, technology and international trade. The knowledge of German offers access to a system of grammar based on Latin. The close relationship between English and German aids students in the extension of their English language skills and the development of literacy throughout their secondary education.

The study of German promotes an understanding of global relationships, of past and present events and people's endeavours to learn from international co-operation. The CGS Study Tour to Germany and Austria and exchanges provide learners with a clearer picture of humanity and global issues. A student who has learnt more than one language in his/her school life is better equipped for a career in the globalised world in which they will live and work due to an increased intercultural awareness.

Wherever possible, German will link with students' other subjects in order to enhance their academic and cultural knowledge and make clear the inter-connectedness of German to the rest of the world.

Much like music students receive private lessons, students of German in Senior School also benefit from the dedicated support of a residential native speaker of German assistant. In Year 10, this assistant works with small groups during class time to extend and support learning. In Years 11 and 12, students of German receive dedicated 2:1 or 1:1 time with the assistant during private study time to practise their oral communication skills and receive any additional tuition as needed.

Year 10

The course is designed to maintain and extend the skilful use of the German language and to enable students to use German in a wide range of contexts and situations relevant to the students' interests and experiences. Topics introduced include social life, education, media, occupations and future plans. More complex grammar terms and structures are introduced to enable students to use and apply the language skilfully in different contexts.

At the end of this year, students will complete the Goethe A2 Certification, which is an officially recognised language level certification required to consider study in Germany.

Skills

- Listening
- Speaking
- Reading
- Writing
- Viewing

Assessment Tasks

- Vocabulary and grammar
- Aural and oral work
- Written expression
- Unit Tests
- Examination

VCE Units 1 and 2

The course is designed to enable students to use German to communicate with others, to understand and appreciate the cultural contexts in which German is used, to understand languages as a spoken system and to apply German to different situations using a variety of text types. The study maintains and deepens the skilful use of the language in the areas of listening, speaking, reading and writing. The current VCE study design forms the basis for this course. Prescribed themes studied for all VCE units are the individual, the German speaking communities and the changing world. Sub-topics for Units 1 and 2 include young people, travel and cultural experiences, technology and the environment, the world of work, leisure and entertainment.

Assessment Tasks

- Response to written, spoken and visual texts
- Oral exchanges of information
- Production of original texts in different discourse forms in the target language.

VCE Units 3 and 4

The course is designed to enable students to use German to communicate with others, to understand and appreciate the cultural contexts in which German is used, to understand languages as a spoken system and to apply German to different situations using a variety of text types. Prescribed themes studied in Units 3 and 4 are the individual, the German speaking communities and the changing world. Sub-topics for Units 3 and 4 include study, future plans, nature and environment, the world of work, travel and tourism, and consumerism.

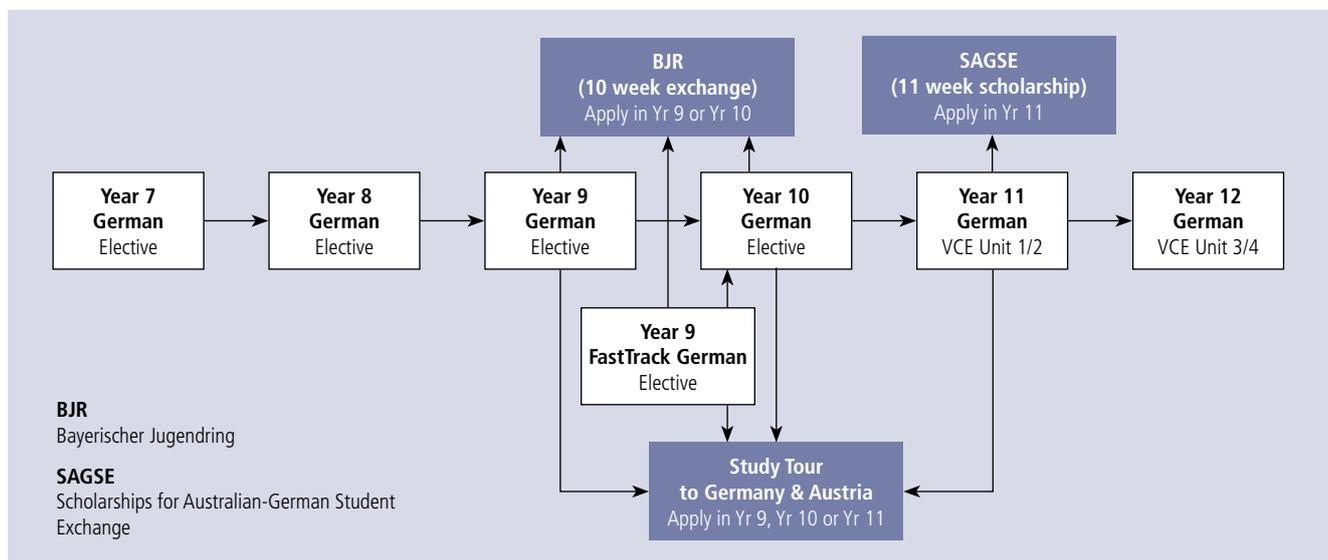
Assessment Tasks

School assessed tasks include:

- Response to spoken texts
- Response to written texts
- Response to visual texts
- Role-play
- Interview
- Writing in the target language

Assessment Marks

Units 3 and 4 School Assessed Course work – 50%
Unit 4 Oral Examination, Written Examination – 50%



Health and Physical Education

Year 10	Year 11	Year 12
<p>Physical Education Core</p>	<p>Physical Education Unit 1/2 Elective</p>	<p>Physical Education Unit 3/4 Elective</p>
<p>Applied Human Movement Elective</p>	<p>Physical Education Unit 3/4 Acceleration Elective</p>	<p>Health and Human Development Unit 3/4 Elective</p>
<p>or</p>	<p>or</p>	<p>or</p>
<p>Physical Education Unit 1/2 Acceleration Elective</p>	<p>Outdoor and Environmental Studies Unit 3/4 Acceleration Elective</p>	<p>Outdoor and Environmental Studies Unit 3/4 Elective</p>
<p>or</p>	<p>or</p>	<p>or</p>
<p>Health Perspectives Elective</p>	<p>Health and Human Development Unit 3/4 Acceleration Elective</p>	
<p>or</p>	<p>or</p>	
<p>Health and Human Development Unit 1/2 Acceleration Elective</p>	<p>Health and Human Development Unit 1/2 Elective</p>	

Health and Human Development

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Aims

This study enables students to:

- understand the complex nature of health and wellbeing, and human development;
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors;
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age;
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks;

- develop understanding of the Australian healthcare system and the political and social values that underpin it;
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions;
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs;
- propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Structure of the Study

The study is made up of four units:

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context.

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

VCE Units 1 and 2

Unit 1 – Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait

Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of Study

- Health perspectives
- Health and nutrition
- Youth health and wellbeing.

Unit 2 – Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

- Developmental transitions
- Health care in Australia

Units 1 and 2 – Reporting and Assessment

Assessment Tasks

Each unit has three broad outcomes which consist of a list of Key Knowledge and Key Skills. Students, in the course of their learning activities, will carry out a variety of assessment tasks which will enable them to demonstrate a satisfactory level of achievement in the set of specific outcomes to satisfactorily complete the unit and gain an S for the unit. These include video analyses, laboratory reports, reports – written and oral, case study analyses and structured tests. The quality of these assessment tasks will be used as part of our internal grading of student performance. In addition, students will be required to complete a semester examination for each unit.

Skills

- Written communication
- Verbal communication
- Data analysis

Assessment Tasks

- Outcome Tasks
- Examination
- Tests
- Class work

VCE Units 3 and 4

Unit 3 – Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context

Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4 – Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study

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

Units 3 and 4 – Reporting and Assessment

Assessment Tasks

Satisfactory completion of each unit requires the student to demonstrate achievement of the set of outcomes specified for the unit. The student’s level of achievement will be determined by School Assessed Coursework and an End of Year Examination. School-based assessment tasks are specified in the study design and relate to the outcomes in each unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be completed mainly in class and within a limited timeframe. The Examination contributes 50% to the final assessment.

Unit 3: School Assessed Coursework – 25%

Unit 4: School Assessed Coursework – 25%

Examination of Units 3 and 4 Coursework – 50% (externally marked)

Physical Education

Year 10

Rationale

The Health and Physical Education Program at Caulfield Grammar School lays great stress on the fact that regular, vigorous activity makes a positive contribution to children’s health. Accordingly, this School has a special responsibility in this area because of the important role that physical activity plays in normal growth and development.

For this reason students require a physical education program which caters for their immediate physical development needs, whilst encouraging them to be physically active for life.

Health and Physical Education aims to provide an opportunity for all students to achieve optimum levels of motor skills in a range of individual group and team games and physical activities. While striving for this aim, Physical Education contributes to the total personality development for each student.

Physical activity is necessary to support normal growth in children and it is important for children to be active to ensure a healthy childhood. The importance of physical activity in terms of preventive medicine is also becoming clearer. Our present way of life can no longer spontaneously satisfy the biological need for physical activity, as in the past. Clearly, it is important to have people interested in regular activity at an early age. Anything that is neglected as a youth can in many cases, not be made up for later on. Positive early experience is essential for all children if we hope to change adult lifestyles.

The principal aim of Health and Physical Education at Caulfield Grammar School is to develop in students an enthusiasm for physical activity combined with a degree of competence in a wide range of sporting and recreational activities so that they may become committed to pursue an active lifestyle.

Areas of Study

The aims of the Physical Education Program are to provide the student with the opportunity to develop:

- Physical skills
- Physical fitness
- Normal growth and correct posture
- Knowledge and understanding
- Social skills

Practical Content

Compulsory Units:

- Weight training/training principles
- Golf
- Lawn bowls
- Badminton
- Minor games

Elective Units:

- Baseball
- Thunder Hockey
- Dance
- Aerobics
- Croquet
- Ultimate
- Table Tennis
- Netball
- Self Defence
- Soccer
- Touch Rugby

Assessment

- Attitude and Effort
- Performance

Applied Human Movement

Rationale

This course is designed to examine the physiological influences on performance in physical activity through the investigation of basic anatomy and exercise physiology. Students explore the structure and function of related body systems and their interactions during physical activity, as well as introduce strategies to improve the responses of these systems via training. The course is approached through the integration of theory and practice. Students are introduced to the fundamentals of performance analysis in sport and also investigate a range of performance enhancing methods and athletic testing and training methodologies.

Aims

This study is designed to enable students to:

- describe the role of the body systems using correct terminology;
- observe and record how the body systems function during physical activity;
- collect, analyse and interpret data on physical activity patterns;
- summarise accurately information relating to training principles and methods and physiological responses to training;
- identify appropriate fitness testing protocols and training methods to enhance fitness.

Areas of Study

- Structure and function of body systems involved in sport
- Introduction to fitness testing
- Sports Injuries
- Training methods
- Performance analysis

Assessment

The work requirements provide the framework within which the Areas of Study are to be explored and the outcomes of the course achieved.

- Tests
- Video analysis
- Structured questions
- Laboratory reports
- Semester examinations
- Case study analysis
- Practical training sessions

Health Perspectives

Rationale

Health Perspectives addresses how contextual factors influence the health and wellbeing of individuals and communities. In Health Perspectives, students develop their knowledge and understanding and implement critical inquiry skills in research and data analysis. By analysing data and programs, students will begin to understand the influences on their own and others' health and wellbeing. This exciting elective creates opportunities for students to develop, enhance and exhibit, attitudes and values that promote a healthy lifestyle. Health Perspectives at Year 10 is an elective pathway for VCE Health and Human Development.

Aims

This elective is designed to enable students to:

- Develop health literacy;
- Develop knowledge, understanding and opportunities related to personal and community health;
- Enhance skills to critically analyse health information from a variety of sources;
- Develop a critical inquiry approach to learning.

Areas of Study

- Health Determinants
- Health Status
- Australian Health Care System
- Nutrition

Assessment

- Tests
- Structured questions
- Case study and data analysis
- Group and individual research tasks
- Semester examinations

VCE Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Aims

This study enables students to:

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise;
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan;
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement;
- critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

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. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, 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, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

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 investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. 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.

Areas of Study

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Assessment

The study design provides scope for the assessment for this unit. Students are required to demonstrate achievement in two Outcomes. As a set, these outcomes encompass both areas of study.

Demonstrations of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this Unit are:

- Written reports
- Tests
- Oral presentations
- Laboratory reports
- Data analysis
- Multimedia presentation
- Examination

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.

Areas of Study

- How are movement skills improved?
- How does the body produce energy?

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.

Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment of Levels of Achievement

The student's level of achievement for Units 3 and 4 will be determined by School Assessed Coursework and an End-of-Year Examination.

Contribution to final Assessment

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

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

The level of achievement for Units 3 and 4 is also assessed by an End-of-Year Examination which will contribute 50% to the study score.

Outdoor and Environmental Studies

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

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.

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.

During both units, Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Assessment

The study design provides scope for assessments to take the form of a journal or report demonstrating links between theoretical content studied and practical experiences undertaken, AND any two of the following to be completed in both Unit 3 and Unit 4:

- a case study
- a multimedia presentation
- written report
- data analysis
- structured questions

Unit 3: School Assessed Coursework – 25%

- Two Journals each worth 10% each, Two assessments from the list above worth 40% each.

Unit 4: School Assessed Coursework – 25%

- Two Journals each worth 10% each, Two assessments from the list above worth 40% each.

End of year examination – 50%

Personal Development

Rationale

In today's society, young people are faced with a vast range of choices, experiences and often difficult situations. The challenge for them is to be able to adequately cope and make informed decisions and choices about the directions they will take. The Personal Development curriculum therefore aims to equip students with the necessary skills and encourages students to take control of their lives and develop a knowledge and understanding of themselves, their peers and their attitudes to life. Personal values are recognised, as is each individual's right to say "no" to certain behaviours. A harm minimisation approach is adopted in relation to all risk-taking behaviours and particularly in relation to sexual and reproductive health and drug education.

Year 10

Areas of Study

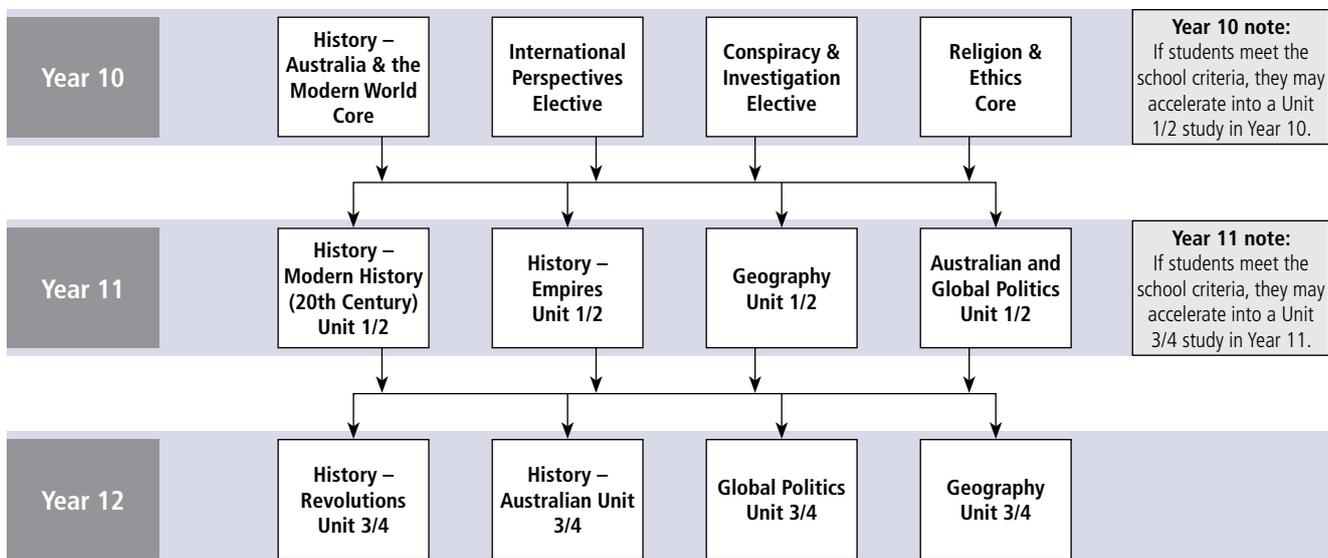
- road safety and pre-driver education
- sexual and reproductive health
- gambling
- drug education

Assessment

- workbook
- assignment.

Humanities

All Humanities studies develop the necessary skills to undertake ANY Humanities study at the next level.



YEAR 10

History – Australia & the Modern World

Core

Rationale

This course uses historical content to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study the impact of both World War Two and the Civil Rights Movement on Australia and analyse how these events changed Australia.

Area of Study 1

World War Two endures as the most destructive conflict humankind has experienced. Its causes are complex and varied and, in many ways, can be traced to the aftermath of World War 1. Some key events of the war in both the European and Pacific theatres include the rise of Hitler, the Fall of Singapore, Kokoda and the dropping of the Atomic Bomb on Japan. Students come to understand that Australia's experiences during World War Two had far reaching impacts on politics, society and the country's identity, including the ANZAC legend. Furthermore, the end of World War Two saw the USA emerge as a major world power. Students learn that Australia came to see the USA as the guarantor of its security in a world where traditional alliances were shifting significantly.

Area of Study 2

The idea of Human rights emerged stronger after World War 2 responding to atrocities such as the Holocaust. Students will understand the significance of the Universal Declaration of Human Rights and its impact on events right up to present day. Students will recognise how during the 1950's the American Civil Rights Movement gained traction, and as a result caused a ripple throughout the world and helped to shape the movement for rights of Indigenous Australians. Looking at key events within the movement, such as the 1962 right to vote, the 2008 apology and the evolving 'Invasion Day' protests, students will consider elements of continuity and change and will evaluate the access Indigenous peoples have to rights in the present day.

Assessment

School based coursework (60%) including:

- Document/visual analysis
- Extended response
- Essay

Semester examination (40%)

International Perspectives

Elective

Rationale

This course uses contemporary global affairs to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study case studies that allow them to highlight the complexity and challenges of global affairs. There is scope within the course to follow issues of significance as they arise.

Area of Study 1

The attacks on the World Trade Centre, the Pentagon and in Pennsylvania on 9/11/2001 announced al-Qaeda to the world. It also brought about a significant shift in United States foreign policy. Students will come to understand who Al-Qaeda are and what their aims were in launching the attacks. Students will also investigate the response from the USA to the 9/11 attacks, with particular focus on their justification for the decision to launch a war against Iraq in 2003 and the effectiveness of the USA's War on Terror.

Area of Study 2

In the aftermath of World War Two, the United Nations created numerous agreements in an attempt to ensure the destruction seen during the war was not repeated. The 1951 Convention on the Status of the Refugee was designed to enable those who were threatened with persecution to seek asylum in another state. Australia was a founding member of this convention. Beginning with the 9/11 attacks and the Tampa incident, students will investigate the tensions in Australia's refugee policy up to the present day and evaluate Australia's ability to meet their international commitments. Students will compare Australia's response to the crisis of refugees to other states.



Assessment

School based coursework (60%) including:

- Short answer questions
- Extended response
- Essay

Semester examination (40%)

Conspiracy & Investigation

Elective

Rationale

This course uses historical content to develop crucial skills for VCE studies and beyond, such as analysis, synthesis, written communication, use of evidence and formal argument structure. Students will study the JFK assassination and complete an historical investigation of their choosing and have the opportunity to present their findings creatively.

Areas of Study**1. Conspiracy – Who killed JFK?**

One of the most enduring historical mysteries is the assassination of John Fitzgerald Kennedy. While numerous motivations and theories have been put forward, the truth remains elusive. Students will investigate the political issues present in the early 1960's, such as Communism, the bungled CIA invasion at the Bay of Pigs and the Vietnam War that may have had significance in the assassination. Students analyse the Oliver Stone film 'JFK' in terms of its accuracy and its contribution to the weight of evidence related to JFK's assassination, and students will research other available sources, including the Warren Commission and House Select Committee findings, to present their findings as to who killed JFK.

2. Investigation

In this area of study students have the opportunity to complete their own historical investigation. This investigation may be an area of interest (a period of history, an event, a significant individual) or a personal story (family member, member of the armed services, family tree). Students will undertake work in historical method including effective research, assessing the credibility of sources and processing information to enable effective application. Students will also develop technical skills allowing them to present their findings in a creative and engaging format.

Assessment

School based coursework including:

- Extended responses and essay
- Class presentation
- Investigation method

Religion & Ethics

Rationale

The course exposes students to the area of religious and moral thought known as Ethics which is a reflection on what 'right' and 'wrong', 'good' and 'bad' mean when applied to human decisions. It is concerned with discovering ways of acting that are worthy of choice. Ethics are particularly concerned with the justification for moral choices – the argument and reasoning behind them. Ethical questions are raised at the personal, local, wider community, national and global level.

Topics of Study**1. Ethical method**

This area of study introduces the nature of ethics and moral decision making in a pluralist society.

It includes:

2. Specific issues in more depth

Students examine significant moral issues faced in the community.

3. Student choice

Students investigate a topic of their choice.

4. Crime and punishment

Students investigate the ethics of crime and punishment.

Assessment

Students are assessed on skills demonstrated through classwork.

History – Empires

VCE Units 1 and 2

Rationale

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.

Students will study the Ottoman Empire (1299–1699) and the British Empire (1583–1788)

Areas of Study**Unit 1 – The rise of empires**

- What were the foundations and features of the empire?
- What were the significant events and motivating forces that led to the rise of the empire?
- How did individuals, ideas and technologies contribute to the rise and expansion of the empire?
- How did the empire use and express its wealth and power?

In this area of study students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

Unit 2 – Encounters, challenge and change

- How did the empire manage and consolidate its power and influence?
- How did daily life change through exchanges between empire and its colonies?
- What were the consequences of encounters between empire and indigenous peoples?
- To what extent did the empire decline and/or collapse?
- What were the significant legacies of the empire?

In this area of study students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

Assessment

- 50% will be derived from a combination of document analysis, extended response and essay tasks.
- 50% will be derived from the examination.

History – Modern History (20th Century)

(1918 – 2000)

VCE Units 1 and 2

Rationale

In this subject, students explore the nature of political, social and cultural change in the period between the world wars. They investigate the emergence of conflict between 1918 and 1939 and evaluate the causes of another world war by 1939. Students also explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students analyse the effect that peace treaties have on maintaining peace after war and the emergence of new ideologies. They consider and contrast the effect that competing ideologies have on nations and people and develop their ability to critically evaluate evidence to draw historical conclusions on events.

Unit 1 – Conflict and Change

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?
- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

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. Students will use case studies such as the rise of Nazi Germany and the great depression in the USA to explore key questions and concepts.

Unit 2 – The Changing World Order

- What were the causes of the Cold War?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?
- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- What were the perspectives and experiences of those who demanded and/or resisted change?

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

Assessment

- 50% will be derived from a combination of assessment tasking including a historical inquiry, essay, evaluation of historical sources, short-answer questions, extended responses, multimedia presentation.
- 50% will be derived from the examination.

Australian and Global Politics

VCE Units 1 and 2

Rationale

VCE Australian and Global Politics offer students the opportunity to become informed citizens, voters and participants in their local, national and international communities and develop key skills of expression, analysis, synthesis and critical thinking. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

VCE Politics is contemporary in focus and case studies will be chosen based on pressing issues of the national and international interest at the time of study. Regardless of case studies used, students will have the opportunity to learn, consolidate and develop confidence with crucial humanities skills such as analysis, synthesis, critical thinking and argumentative writing.

Unit 1

In this unit, students are introduced to key political concepts such as sovereignty, power, national interest, state and global actors. The content for the study will be two significant issues in the global community. Students learn to evaluate power and how global actors respond to global crisis with a focus on effective and ineffective responses.

- North Korea – use of different types of power to achieve national interests.
- Climate Change – Treaties and the responses of global actors.

In all these case studies, students will be asked to examine contemporary sources and develop strong arguments to demonstrate the complexity of global politics and its inability to be presented in a 'black and white' fashion

Unit 2

In this unit, students are introduced to concepts such as power, democracy, state, non-state actors and politics. Through current day issues, students investigate the Australian political system and the extent to which it meets its democratic ideals. Is Australia actually a democracy? Is our democracy being eroded? Are citizens able to protect their democratic rights in an era of increasing threats? Additionally, students will investigate Russia and analyse the extent to which this system represents the ideals of democracy. Students will also look at the rise and fall of ISIS in Iraq and Syria. They will investigate the challenges in resolving the issue of non-state terrorism. VCE Politics is contemporary in focus and case studies will be chosen based on pressing issues of the national and international interest at the time of study. Regardless of case studies used, students will have the opportunity to learn, consolidate and develop confidence with crucial humanities skills such as analysis, synthesis, critical thinking and argumentative writing.

- Democracy – Australia, USA and Russia
- ISIS and non-state terrorism – A growing menace?

Assessment

- School-based coursework will constitute 50% of the global grade
- A semester examination will constitute 50% of the global grade

Geography

VCE Units 1 and 2

Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Unit 1 – Hazards and disasters

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

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

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change

Unit 2 – Tourism: issues and challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable

Assessment

- 50% will be derived from a combination of topic tests, case studies and field investigations.
- 50% will be derived from the examination.

YEAR 12

History – Revolutions

VCE Units 3 and 4

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.

Students will study the French Revolution (1774 to 1795) in Unit 3 and the Russian Revolution (1896 to 1927) in Unit 4

Areas of Study for both Units 3 and 4

1. Causes of Revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

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

2. Consequences of Revolution

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

Assessment

The student's level of achievement in Units 3 and 4 will be determined by:

- a) School based course work (50%) including short essays, tests, short biographical studies, reports, reconstructions, analytical exercises, analysis of written documents.
- b) an externally set and assessed examination (50%)

History – Australian

VCE Unit 3

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Areas of Study

- The reshaping of Port Phillip District/Victoria, 1834 –1860
- Making a people and a nation 1890 –1920.

VCE Unit 4

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation.

Students focus on one of the crises faced by the nation: The Great Depression 1929 –1939 or World War Two 1939 –1945. Students also explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Areas of Study

- Crises that tested the nation 1929–1945
- Voices for change 1965–2000.

Assessment

The student's level of achievement in Units 3 and 4 will be determined by:

- a) School based coursework (50%) including analysis of visual representations, essays, short answer tests, analysis of written documents and historiographical exercises.
- b) An externally set and assessed examination (50%)

Global Politics

VCE Units 3 and 4

Rationale

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 3 – Global Actors

In this unit, students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term 'non-state actors' covers a range of global actors; altruistic non-governments organisations (NGOs) for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

Areas of Study

- Who are the key actors in contemporary global politics?
- From where does their power stem?
- What impact do these actors have on global politics?
- How is power exercised by an Asia-Pacific state?
- What is the most effective type of power for a state to use to pursue its national interests?

Unit 4 – Global Challenges

In this unit, students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. These debates are considered in the context of case studies that transcend specific states, regions and continents. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution.

Areas of Study

- Do we have a responsibility to uphold human rights everywhere?
- Can the world be rid of weapons and, if so, will it be safer?
- What crises does the world face today?
- What challenges do global actors face in achieving resolutions to these crises?

Assessment

Assessments in Global Politics will take the form of written responses including short and extended response and essays. Percentage contributions to the study score in VCE Global Politics:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of Year examination: 50%

Geography

VCE Units 3 and 4

Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Unit 3 – Changing the land

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

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

They investigate the distribution and causes of the two processes.

They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Unit 4 – Human Populations – trends and issues

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

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

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events

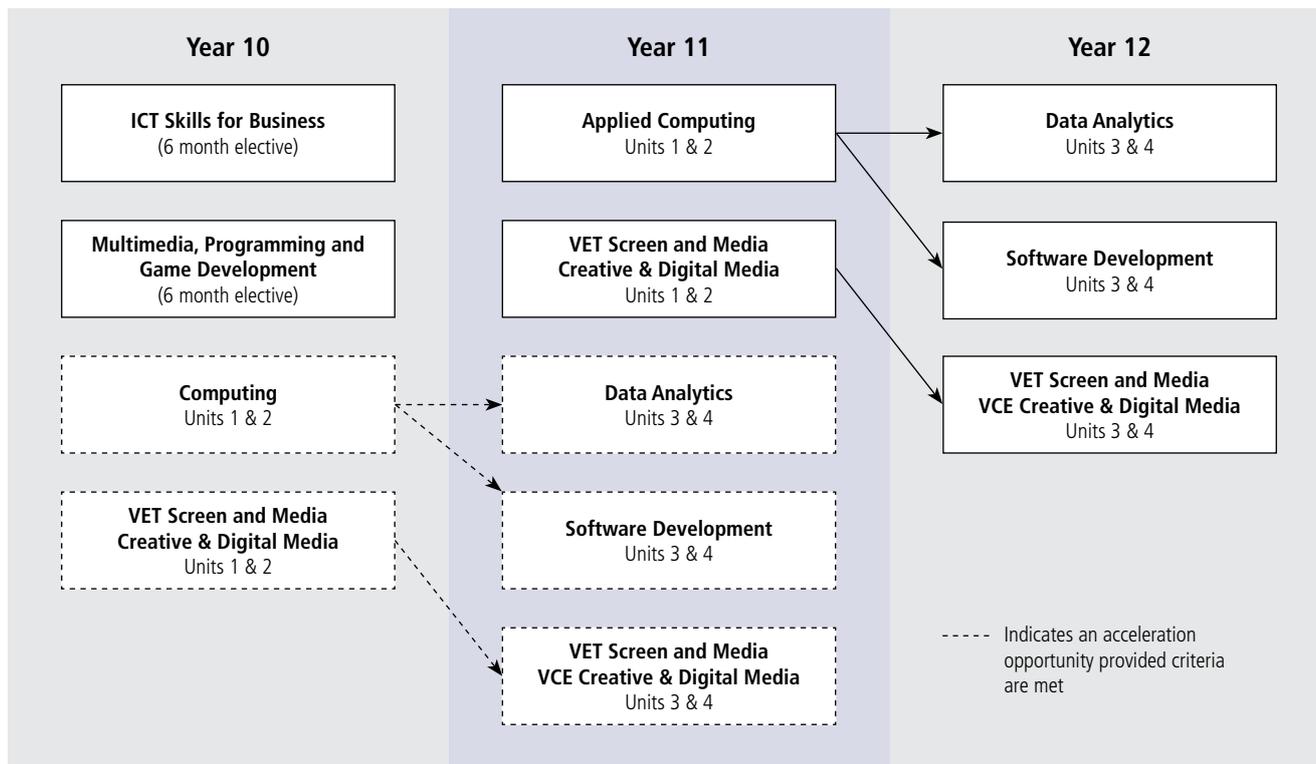
Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Assessment

The student's level of achievement in Units 3 and 4 will be determined by:

- School based course work (50%) including short essays, tests, short biographical studies, reports, reconstructions, analytical exercises, analysis of written documents
- an externally set and assessed examination (50%)

Information Technology



Rationale

Almost every aspect of modern life has been enhanced by the latest advances in the field of Information Technology (IT). In today's society, information is paramount and IT influences all kinds of human activity. With the increased use of technology, we all benefit from the productivity and connectedness that IT provides to our many work-related and personal tasks.

A career path in IT is an exciting and challenging one with a broad range of opportunities and possibilities. It is a highly creative field in which IT professionals strive to create innovative solutions to business, social and individual problems that vary in complexity, scope and application. From App development, multimedia, video production and web development to coding and network design, IT provides the scope to specialise in a wide variety of disciplines and work in a global marketplace.

IT provides the opportunity to work in energised and motivated teams, interact with people around the world and pursue leadership opportunities. Your journey starts here!

ICT Skills for Business

(Six month elective for Year 10 students)

Rationale

Information Technology is used extensively throughout the business world in a wide range of applications. From web development and marketing to e-commerce, IT plays a pivotal role and one that provides a wealth of opportunities and career paths. ICT Skills for Business is a hands-on subject that allows students to gain a solid foundation of skills in a variety of industry standard computer applications. It also serves as a platform and introduction to the many senior IT options that the school offers.

Areas of Study

- File management including use of cloud-based storage techniques
- Use of industry standard Word Processing, Spreadsheet and Database packages
- Web page design and creation
- Knowledge of e-commerce and related issues

Assessment

- Classwork
- Projects
- Tests
- Examination

Multimedia, Programming and Game Development

(Six month elective for Year 10 students)

Rationale

Today's world is rich with the practical application of Information Technology. Multimedia, Programming and Game Development provides an exciting, hands-on opportunity to develop some core skills in these fields. While multimedia and coding skills can provide their own career opportunities on the global stage, they are quickly becoming the type of skills that are necessary in many workplaces. This subject not only introduces students to the use of industry standard tools, it also provides a solid foundation for future study. By undertaking Multimedia, Programming and Game Development, students gain the skills that transition to the many senior IT options that the school offers.

Areas of Study

- Learn how to create, enhance and manipulate graphical products using the Adobe suite
- Create media rich animations and videos
- Game design, development and evaluation

Assessment

- Classwork
- Projects

VCE VET Creative and Digital Media

CUA31015 Certificate III in Screen and Media

Rationale

It's a digital world and using it effectively is a life skill. Creative and Digital Media offers students the opportunity to not only develop these digital skills over a two year period, but to gain a Nationally recognised qualification! Areas undertaken include Animation, Photography and Image Manipulation, Website Development, Graphic Design and an understanding of file formats and business workflows. As a VET subject, it is very hands on and classes operate in a simulated work environment where emphasis is placed on professional practice such as maintaining OHS standards and work effectively with others. Students are required to develop critical and creative thinking skills to optimise the quality of the professional products they produce, and will finish the course with a substantial folio of work they can showcase to potential employers or clients.

Aims

- To provide students with the knowledge and skills for the achievement of units of competence that will enhance their employment prospects within the Information Technology and Digital industries.
- To enable students to gain a recognised credential at the end of their second year of study and to make a more informed choice of career

Articulation and Pathways

A successful ATAR score as well as completion of the CUA31015 Certificate III in Screen & Media leads directly into other national TAFE qualifications as well as University degrees in Multimedia and Design.

Certificate III (Units 1 and 2) – Year 1

VCE VET Creative & Digital Media is recognised with the VCE Units 1/2 structure. Students in Years 10 and 11 may elect to study this subject. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training certificate at the end of the second year of study. Satisfactory completion of the Units 1/2 course leads to the Unit 3/4 sequence which completes the Certificate III qualification and contributes to a student's ATAR score.

Units of Competency

The following topics must be completed to a competency standard:

- BSB CRT301 – Develop and extend critical and creative thinking skills
- CUAIND301 – Work effectively in the creative arts industry
- BSBWHS201 – Contribute to the health and safety of others
- CUADIG303 – Produce and prepare photo images
- CUADIG201 – Maintain Interactive content
- ICTICT308 – Use advanced features of computer applications

Assessment is competency based and ranges in terms of the types of assessments done. These will include producing a variety of file types, sitting tests, group assignments, creating products that meet client briefs.

Certificate III (Units 3 and 4) – Year 2

VCE VET Creative & Digital Media Certificate III is recognised with the VCE Units 3/4 structure. Students in Years 11 and Year 12 may elect to study this subject if they have successfully completed the first year of the course. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training Certificate. Certificate III contributes to a student's ATAR score.

Units of competency studied

- CUAANM301 – Create 2D digital animations
- CUAWRT301 – Write content for a range of media
- BSBDES302 – Explore and apply the creative design process to 2D forms
- CUADIG302 – Author interactive sequences
- CUADIG304 – Create visual design components

Assessment is competency based and ranges in a variety of tasks which students produce to demonstrate their skills. Students need to be deemed competent in each unit and also complete three in-class SAC assessments which contribute to their VCE Score. These assessments are:

- A portfolio of animations
- Producing a company website
- Developing a portfolio of digital designs

Completion of an end of year online examination is also required to gain a final score for this subject.

Students will receive their Certificate III in Screen & Media at the successful completion of Unit 3 & 4.

NOTE: The Units 3 and 4 sequence of VCE VET Creative and Digital Media is not designed as a stand-alone study. Students must undertake the Units 1 and 2 sequence to be able to qualify to study Units 3 and 4.

*** International students on CAAW, please refer to page 5 on VET requirements based on Visa conditions**

VCE Units 1 & 2 – Applied Computing

Rationale

The use of technology in our lives is widespread. The discipline of Information Technology (IT) is very broad and covers a wide range of specialisations. VCE Applied Computing provides students with an excellent introduction to a variety of skills that will benefit them in both their personal and professional lives. This subject also serves as a foundation for further study in either of the two Unit 3&4 IT studies.

Unit 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

- **Data Analysis and Visualisation** – use software to access and select data to create appropriate data visualisations.
- **Programming** – using a programming or scripting language to create working software modules.

Unit 2

In this unit students focus on developing innovative solutions to address needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

- **Innovative Solution** – in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- **Networks** – examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Assessment

- 2 Outcomes per Semester
- Classwork including summaries and exercises
- Examination each Semester.

VCE Unit 3 & 4 – Data Analytics

Rationale

'Big data' plays an important role in the business world today. Skills in data analytics can be used to extract data from these large data sets, identify features that are useful and produce data visualisations and infographics that inform and educate. Database, spreadsheet and data visualisation software can be used to store and present findings.

In studying VCE Data Analytics, students will not only gain valuable skills in data manipulation and the use of industry standard business software tools and techniques, but will learn valuable project management skills as they propose, design and implement their own data research project.

Unit 3

- **Data Analytics** – respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

- **Data Analytics, Analysis and Design (SAT part 1)** – as the first half of a larger project, students determine and propose a research question, collect and analyse data with the view of creating a targeted software solution.

Unit 4

- **Data Analytics, Development and Evaluation (SAT part 2)** – as the second half of the project started in Unit 3, students create a targeted software solution and evaluate its effectiveness.
- **Cybersecurity** – investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Assessment

- 2 Outcomes per Semester
- End of year Examination contributing to 50% of the total result for the subject.

VCE Unit 3 & 4 – Software Development

Rationale

With the prevalence of technology use in our society and the world, the opportunity and need for talented professionals who can create software solutions to help us access the data we need, is paramount. Software Developers need to be able to access databases, integrate their code with other systems, create agile code for a variety of platforms, protect the security of our data and ensure their code is robust and functional.

In studying VCE Software Development, students will not only gain valuable skills in the design of algorithms and Graphical User Interfaces (GUIs), but will use industry standard programming languages and deployment techniques and learn valuable project management skills, as they propose, design and implement their own software development project.

Unit 3

- **Software Development, Programming** – in response to a number of design briefs, students create software modules to meet specific needs and demonstrate their ability to implement various data structures and coding techniques.
- **Software Development, Analysis and Design (SAT part 1)** – as the first half of a larger project, students determine and propose a design brief in response to the software needs of a client or a need in the community.

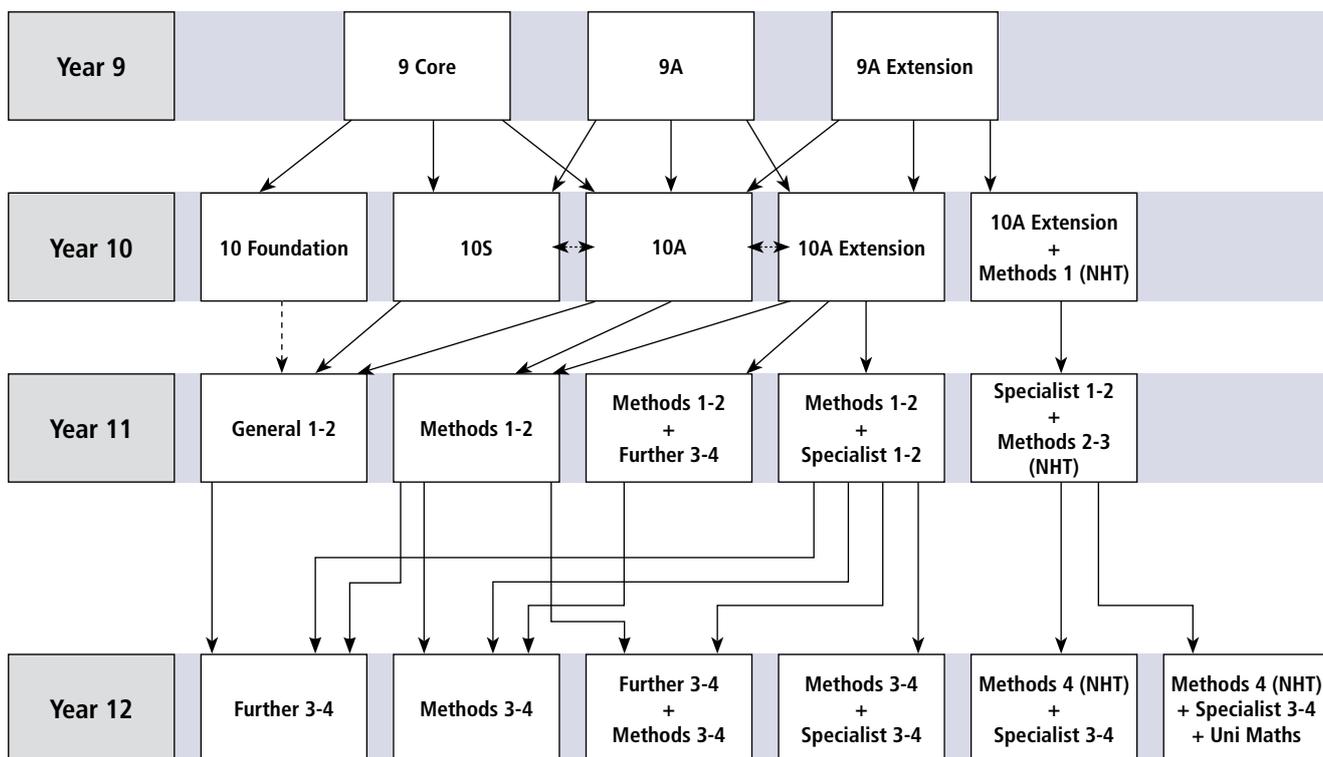
Unit 4

- **Software Development, Development and Evaluation (SAT part 2)** – as the second half of the project started in Unit 3, students create a software solution and evaluate its effectiveness.
- **Cybersecurity** – investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Assessment

- 2 Outcomes per Semester
- End of year Examination contributing to 50% of the total result for the subject.

Mathematics



----> Indicates possible pathways that may be available in some cases. (NHT) – Northern Hemisphere Timetable.

Year 10 Mathematics

Rationale

A study of Mathematics enables students to:

- develop their capacity to solve problems individually and collaboratively
- select and use techniques that are appropriate to a given problem
- express arguments in a clear, logical manner, both orally and in writing
- recognise patterns and structures in a variety of situations and draw inductive generalisations

This unit of work has been devised to comply with the Australian Curriculum for Mathematics

Areas of Study

Space; Number; Measurement; Chance and Data; Algebra; Modelling.
Mathematics is offered at the following different levels in Year 10.

10 Foundation Mathematics

This subject is designed to be taken by students who need to rebuild their basic skills, rather than undertake the 10 Standard Mathematics course. Students wishing to study 10 Foundation Mathematics should consult on an individual basis with their teacher and the Learning Area Leader for Mathematics.

10 Standard

This course is the Year 10 Australian Curriculum mathematics course and is a good preparation for VCE General Mathematics in Year 11. Students who may be interested in studying VCE Mathematical Methods in Year 11 should opt for 10A or 10A Extension, not 10 Standard.

10A

This course is the advanced Year 10 Australian Curriculum mathematics course, 10A. It is good preparation for students who wish to study VCE Mathematical Methods (units 1 and 2) in Year 11. To be successful at 10A students should be able to achieve a level 6 in the Year 9 common assessment.

10A Extension

Students with a good understanding of mathematics who have achieved highly at Year 9 will benefit from this extension course. It is designed to offer students a pathway to units 1/2 Specialist or units 3/4 Further Mathematics in Year 11 in conjunction with Mathematical Methods (units 1 and 2). A Year 9 MYP level of 7 or above would be recommended to study at this level.

VCE Mathematical Methods Northern Hemisphere Timetable (NHT) – Unit 1

Students satisfactorily progressing from the Year 9 Extension 1 mathematics course may take this VCE subject in Year 10 as a continuation of 10A Extension starting in Semester 2.

N.B. Mathematics students compete in the Year 9A Extension Mathematics Competition as well as being encouraged to enter the M.A.V. Mathematics Talent Quest, the A.M.T. Challenge and the Melbourne University Schools Mathematics Competition.

VCE Mathematics Courses

VCE Units 1 and 2

Course 1

- Unit 2 and 3 of Mathematical Methods (NHT) plus
- Units 1 and 2 of “Specialist Mathematics”
- Suitable for those students satisfactorily progressing from Year 10 VCE Methods Unit 1 (NHT)

Or

Course 2

- Units 1 and 2 of “Mathematical Methods” plus
- Units 1 and 2 of “Specialist Mathematics”
- Suitable for those students who studied 10A or 10A Extension Mathematics

Or

Course 3

- Units 1 and 2 of “Mathematical Methods” plus
- Units 3 and 4 of “Further Mathematics”
- Suitable for those students who studied 10A Extension Mathematics

Or

Course 4

- Units 1 and 2 of “Mathematical Methods”
- Suitable for those students satisfactorily progressing with at least B+ examination grades from Year 10 Mathematics

Or

Course 5

- Units 1 and 2 of “General Mathematics”
- Suitable for those students satisfactorily progressing from 10 Standard Mathematics or higher

Areas of Study

- **Mathematical Methods – Units 1 and 2**
Probability – Functions and Graphs – Calculus
- **Specialist Mathematics Units 1 and 2**
Statistics – Number Systems – Algebra – Trigonometry – Conic Sections – Vectors – Kinematics – Proof – Graph Theory
- **General Mathematics Units 1 and 2**
Statistics – Financial Arithmetic – Linear Algebra – Networks – Trigonometry – Matrices

Assessment

Outcome 1 Tasks

- assignments
- tests – technology active and technology free
- summary or review notes

Outcome 2 Tasks

- modelling tasks
- problem solving tasks
- mathematical investigations

Outcome 3 Tasks

- use technology in completing outcome 1 and outcome 2 tasks

Satisfactory completion

To complete a unit satisfactorily, the student must demonstrate achievement of the set of outcomes specified in accordance with VCAA regulations. It will be reported on the students ‘Statement of Results’.

VCE Units 3 and 4

Subjects offered in Units 3 and 4:

- Units 3 and 4 of “Specialist Mathematics”
- Units 3 and 4 of “Mathematical Methods”
- Units 3 and 4 of “Further Mathematics”
- Enhancement Mathematics

Areas of Study

• Further Mathematics – Units 3 and 4

Data analysis – Geometry and trigonometry – Graphs and relations – Matrices.

• Mathematical Methods – Units 3 and 4

Coordinate geometry – Functions – Calculus – Algebra – Statistics – Probability.

• Specialist Mathematics – Units 3 and 4

Coordinate geometry – Functions – Algebra – Calculus – Vectors – Mechanics – Statistics – Probability.

Outcomes

There are three types of mathematical outcomes which apply to each unit in Years 11 or 12.

1. Apply key knowledge and key skills
2. Model, investigate and solve problems
3. Use technology in each of Outcomes 1 and 2

Assessment

The student’s level of achievement will be determined by school assessed coursework (34%) and two end of year examinations (66%). The coursework will include an application task, modelling or problem solving tasks and Topic tests.

The end of year examinations for Methods and Specialist will be:

- Examination 1 – NO CALCULATOR – Extended Responses
- Examination 2 – CALCULATOR – Multiple Choice and Extended Responses

The end of year examination for Further will be:

- Examination 1 – CALCULATOR – Multiple choice
- Examination 2 – CALCULATOR – Extended Responses

Algorithmics

Rationale

- *Algorithmics underpins all computational methods, potential and limitations.*
- *Central to computing and its impact on science, simulation, and data in health, the economy, entertainment and the environment.*
- *Is a full VCE subject and also credited by Melbourne and Monash Universities as a first year subject for computer science and software engineering.*
- *For students who have completed unit 1 and 2 Mathematical Methods and enjoy solving problems and puzzles involving logic, reasoning and imagination.*

Areas of Study

Unit 3 – Algorithmic Problem Solving

1. Data modelling with abstract data types
2. Algorithm Design
3. Applied Algorithms

Unit 4 – Principles of Algorithmics

1. Formal Algorithm Analysis
2. Advanced Algorithm Design
3. Universality of Computation and Algorithms

Assessment

Two SATs (School Assessed Tasks) each worth 20% of study score

One Examination worth 60% of study score

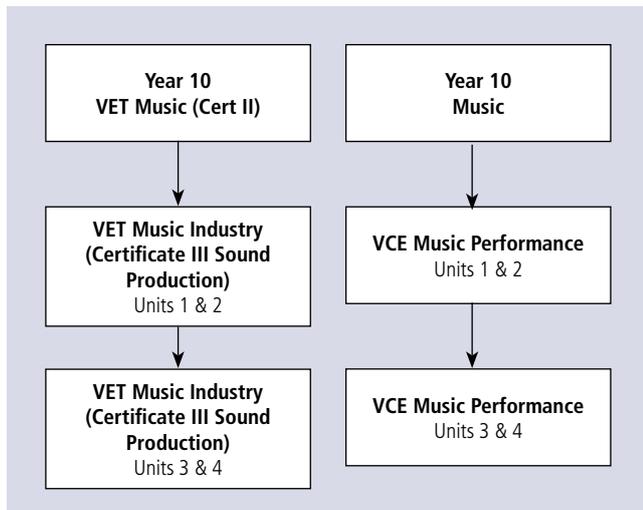
Higher Education Study

Mathematics

Suitably qualified students may study this course, which is provided outside the normal school program.

Further information from the Learning Area Leader – Mathematics

Music



Year 10 Music Performance

Rationale

This music course develops intellectual, aesthetic and cultural understanding of the value and importance of music. As soloists and members of a group, students gain skills in preparing programs of musical works. They learn about and apply musicianship in a range of styles. Music and computer technology are combined to provide a range of opportunities developing skills in aural comprehension and musicianship.

This elective unit is offered as a semester-long subject and is designed for those instrumentalists and vocalists who wish to extend their music studies beyond their individual instrumental or voice lessons. Students who intend to continue their music studies through to VCE level are encouraged to undertake this subject as it provides a base of knowledge and skills.

Students study the areas of performance, theory, musicianship, composition and improvisation. They are introduced to a wide variety of music.

Assessment

Skills

- Listening
- Presentation
- Organisation
- Performing

Tasks

- Musicianship exercises
- Written tasks
- Presentation
- Performance

Year 10 Music Technology (CUA20615 Certificate II in Music Industry – Year 2)

Rationale

Music Technology at Year 10 has been developed in conjunction with music industry professionals and incorporates the nationally recognised qualification CUA20615 Certificate II In Music Industry. This semester-long elective develops artistic and technical skills through the practical application of audio production techniques incorporating composition, recording, computer editing and production.

***International students on CAAW – please refer to VET requirements based on Visa conditions on page 5.**

Area of Study

At the conclusion of Year 10, students will receive a Statement of Attainment for the units completed, or receive the full CUA20615 Certificate II in Music Industry if the remaining units of competency were previously satisfactorily completed in Year 9 VET Music Technology. The course is also designed as a pathway to music technology-related studies at VCE Units 1-4. While there are no specific prerequisites for entry into the course, students are encouraged to build on their previous musical experiences.

Assessment

Skills

- Digital audio production
- MIDI editing and virtual instruments
- Music production techniques
- Samples, loops and synthesizers
- Sound & acoustics
- Live sound for performance
- Studio recording, mixing, sequencing and mastering
- Audio effects & processors

Tasks

- Computer recording and editing for film
- Electronic music production
- Studio recording techniques
- Mixing & mastering
- Live sound for bands

Units of Competency

- CUASOU203 – Assist with sound recordings
- CUAMPF101 – Develop skills to play or sing music
- BSBWOR203 – Work effectively with others
- CUAMCP303 – Develop simple musical pieces using electronic media

VCE/VET Music Industry (CUA30915 Certificate III Music Industry – Sound Production)

Rationale

The CUA30915 Certificate III in Music Industry (Sound Production Specialisation) course for students who are interested in working in the Music Industry in a variety of areas including Music Technology and Performance, with a focus on live sound and studio recording. Although students are not required to have a music background to undertake this program, it is highly recommended that students have undertaken the Year 9 and 10 elective CUA20615 Certificate II in Music Industry.

***International students on CAAW – please refer to VET requirements based on Visa conditions on page 5.**

The Certificate III Program will be delivered as a timetabled VCE/VET subject offered to students over two years. At the completion of CUA30915 Certificate III in Music (Sound Production) students will be able to:

Aims

- gain an insight into the industry sectors and career opportunities;
- explain how the music industry works in their local environment;
- identify music styles, production processes and promotional opportunities;
- gain basic skills in performance, technology and business practice;
- develop skills in mixing sound in live and studio environments;
- demonstrate appropriate health, safety and security procedures;
- work with others through organising a music event.

To attain the VCE/VET Certificate III in Music (Sound Production) students are required to complete 10 units of competency in Units 1 - 2 and 5 core units of competency at Units 3-4.

Any student wishing to not continue study at Units 3-4 will be awarded a Statement of Attainment in all units of competency successfully completed.

Units 1 and 2 – Year 1

The units for study at Units 1-2 in 2021 are:

Units of Competency

- BSBWHS201 – Contribute to health and safety of self and others
- CUAMLT302 – Apply knowledge of style and genre to music industry practice
- CUACMP301 – Implement copyright arrangements
- CUAIND303 – Work effectively in the music industry
- CUASOU201 – Develop basic audio skills and knowledge
- CUASOU202 – Perform basic sound editing

Assessment

Assessment will involve:

- Practical Demonstrations
- Two Written Examinations
- Oral Interviews
- Tests and Assignments

Units 3 and 4 – Year 2

The Units 3 and 4 sequences of VCE/VET Music (Sound Production) are not designed as stand-alone studies. Students are strongly advised against undertaking the Unit 3–4 sequence without first completing Unit 1–2 or be able to prove Recognition of prior learning (RPL) or Recognition of current competency (RCC). Students are **also unable to receive a study score** for the Unit 3–4 sequence without first completing Unit 1-2 or be able to prove Recognition of prior learning (RPL) or Recognition of current competency (RCC).

Assessment

Assessment will involve:

- Practical Demonstrations
- SACs
- Written Examination
- Oral Interviews
- Tests and Assignments

Units of Competency

- CUASOU307 – Record and mix a basic music demo
- CUASOU402 – Manage audio input sources
- CUASOU306 – Operate sound reinforcement systems
- CUASOU308 - Install and disassemble audio equipment
- CUASOU311 – Mix music in a studio environment

Students wishing to receive a Study Score for VCE/VET Music (Sound Production) must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall Study Score and an end of year examination, worth 34% of the overall Study Score.

NOTE: The Units 3 and 4 sequence of VCE VET Music Industry is not designed as a stand-alone. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 & 2.

Those students who undertake this subject at 3/4 level only will receive a Statement of Attainment for the units of competency which make up the VET scored units. Students will not qualify for CUA30915 Certificate III in VET Music Industry as the 1 and 2 units are also required.

VCE Music Performance

Rationale

The study of Music develops students' understanding of artistic processes and contributes uniquely to the development of a range of skills, cognitive abilities and attitudes. VCE Music offers students opportunities to engage in the practice of performing, creating and studying a diverse range of genres, styles and cultures. It also creates opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

The following requirements are strongly recommended for this subject:

- Theory – AMEB Grade 3 (or equivalent).
- Weekly instrumental lessons (45min minimum). Lessons may be taken in or outside the School.

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They explore strategies to optimize their own approach to performance and undertake aural, theory and analysis activities to develop their musicianship and performance skills.

Areas of Study

1. **Performance.** This area of study focuses on knowledge and skill that students use to present musically engaging performances. They develop their instrumental skills through individual practice, their ensemble skills through rehearsals with other musicians and prepare and present performances in a variety of contexts.

Outcome

On completion of this unit students should be able to prepare and perform a rehearsed program of group and solo works.

2. **Performance technique.** This area of study focuses on the development of techniques associated with group and solo performance. Students identify and develop instrumental techniques required to perform selected group and solo repertoire and practise relevant technical work and exercises to support their performance. They also research and trial a range of performance and interpretation strategies used by other performers to help identify approaches to developing their own skills in performance.

Outcome

On completion of this unit students should be able to demonstrate techniques used in performance and describe influences on their approach to performance.

3. **Musicianship.** This area of study focuses on aural perception, music theory and analysis. Students develop their knowledge of intervals, scales, chords, melody and rhythm in aural and theory settings. Students explore characteristics of works being prepared for performance and make decisions about approaches to interpretation. Analysis includes topic aimed at developing critical response skills required for later VCE units.

Outcome

On completion of this unit students should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

Assessment Tasks

- Performance of selected solo and group repertoire
- Performance of technical work and exercises
- Performance of unprepared material
- An oral, multimedia or written report
- Completion of workbook and/or class activities
- Semester test, including aural, theory and analytical elements

Unit 2

In this unit students build on the skills and knowledge learnt in Unit 1. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and use specific strategies to optimize their own approach to performance. They also identify technical, expressive and stylistic challenges relevant to the works they are preparing for performance. Students also undertake topics on instrumental composition and song-writing.

Areas of Study

1. **Performance.** In this area of study students further develop the knowledge of skills required to present performances in a group and as a soloist. They develop their ability to present musically engaging performances in a variety of contexts. They develop their instrumental skills through individual practice and their ensemble skills through rehearsals with other musicians.

Outcome

On completion of this unit students should be able to prepare and perform a musically engaging program of group and solo works.

2. **Performance technique.** This area of study focuses on the continued development of techniques associated with group and solo performance. Students systematically practise technical work and exercises to enhance

their ability to realize the character and style of selected group and solo works. They trial different rehearsal strategies and identify those that achieve the most effective outcomes.

Outcome

On completion of this unit students should be able to demonstrate instrumental techniques used in performance of works, demonstrate unprepared performance skills and describe influences on their approach to performance.

3. **Musicianship.** In this area of study students build their knowledge and skills in music theory, aural comprehension and music analysis. They continue to develop their knowledge of intervals, scales, chords, melody and rhythm in aural and theory settings. They also investigate and comment on a variety of ways in which elements of music can be interpreted to achieve expressive outcomes in the performance of music works.

Outcome

On completion of this unit students should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

4. **Organisation of sound.** This area of study focuses on composition and improvisation, inspired by analysis of music in selected works being prepared for performance. Students will listen to a wide variety of music to gain inspiration from and to study the compositional devices used by composers. Many aspects of musicianship will be included in this area of study.

Outcome

On completion of this unit the student will be able to devise a composition or improvisation that uses music language evident in works being prepared for performance.

Assessment Tasks

- Performance of selected solo and group repertoire
- Performance of technical work and exercises
- Performance of unprepared material (sightreading and improvisation)
- An oral, multimedia or written report
- Completion of workbook and/or class activities
- Composition folio
- Semester test, including aural, theory and written elements

Unit 3 – Music Performance

The following requirements are strongly recommended for this subject:

- Theory – AMEB Grade 4 (or equivalent).
- Weekly instrumental lessons (45min minimum). Lessons may be taken in or outside the School.

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They also develop skills in instrumental technique, aural and theory activities and an understanding of conventions they can use to enhance their performances.

Performance examination

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist.

Areas of Study

1. **Performance.** In this area of study students develop knowledge and skills required to present musically engaging performances. This is achieved by addressing the ten performance criteria set out by the VCE. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretative demands. This takes the form of a fifteen minute group performance.

Outcome

On completion of this unit the student should be able to present an informed, accurate and expressive performance of a program of group and solo works.

2. **Performance technique.** In this area of study students develop knowledge and skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practice a range of technical work and exercises selected to extend and improve command of instrumental performance techniques.

Outcome

On completion of this unit the student should be able to demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group or solo works, practical and artistic.

3. **Musicianship.** In this area of study students develop music theory knowledge and skills in aural comprehension and analysis. They develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music.

Outcome

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20%.

For this, teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

Unit 4 – Music Performance

In this unit students refine their ability to present convincing performances of group and solo works, once again addressing the VCE performance criteria. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural and theory exercises and study ways in which performers interpret works.

Areas of Study

1. **Performance.** In this area of study students prepare a program of works and refine their ability to present musically engaging performances to an audience. They select a ten-minute program of contrasting group and solo works that represent a range of styles and diversity of character and complement works selected for Unit 3.

Outcome

On completion of this unit the student should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

2. **Performance technique.** In this area of study students refine their ability to consistently control use of instrumental and performance techniques. Students practise a range of technical work and exercises chosen to consolidate and refine command of instrumental and performance techniques as relevant to selected group and solo works.

Outcome

On completion of this unit the student should be able to demonstrate performance techniques, and technical work and exercises, and discuss their practical and artistic relevance to the performance of selected group and/or solo works, and present an unprepared performance.

3. **Musicianship.** In this area of study students consolidate knowledge and skills developed in Unit 3 Outcome 3. Students continue to develop skills in theory, aural comprehension and analysis. They further develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music. They develop a more sophisticated understanding of ways in which expressive elements of music can be interpreted in music works. They apply this knowledge to their analysis of ways in which performers interpret works.

Outcome

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Assessment of levels of achievement

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

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 10%.

School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

End-of-year examinations

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination that contributes 50%, and an end-of-year aural and written examination that contributes 20%.

End-of-year performance examination

The student will give a live performance in only one of the following contexts:

- as a member of a group

or

- as a soloist

Students presenting for assessment may be assessed in only one examination.

The examination will be assessed by a panel of examiners using criteria published annually by the Victorian Curriculum and Assessment Authority.

Group performance examination

Students will present a live performance of at least four contrasting works that represent a range of styles and diversity of character. At least two works must be selected from the Units 3 and 4 Prescribed List of Notated Group Works published annually on the Victorian Curriculum and Assessment Authority website.

- Two or three assessed performers – 30 minutes
- Four assessed performers – 35 minutes
- Five or six assessed performers – 40 minutes.

Solo performance examination

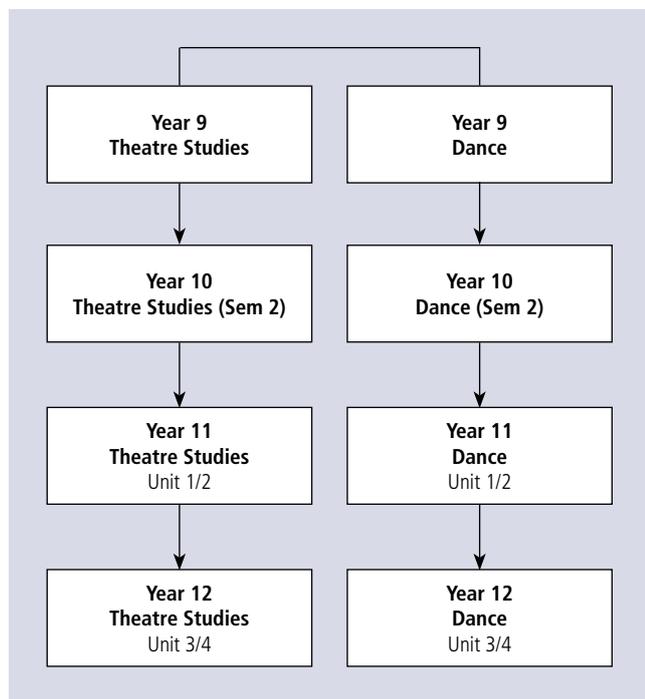
Students will present a live performance of works selected from the Units 3 and 4 Prescribed List of Notated Solo Works published annually on the Victorian Curriculum and Assessment Authority website.

- The solo performance examination is 25 minutes.

End-of-year aural and written examination

Students will answer a series of questions set by an examination panel based on Unit 3 Outcome 3 and Unit 4 Outcome 3. Students will respond to aural and written stimulus material in an exam lasting one and a half hours.

Performing Arts



Year 10 Theatre Studies

Australian Drama is the main focus of study in the Year 10 Theatre Studies Course. Students will investigate the history of Australian Drama and choose an iconic Australian play to develop for performance. They will form their own production company, taking on acting and stagecraft design roles to work collaboratively and creatively to present their chosen production. This course enables students to complete a focused study on The Production Process ranging from Planning Stage to Development Stage and finally the Presentation Stage.

They will attend professional theatre productions and complete analytical responses to these plays. Students will also complete analytical tasks relating to their own performance work and explore elements of design.

Skills

- Focus
- Teamwork
- Devising
- Acting Application of stagecraft.

Assessment

- Forming – Development of the Production Process
- Performance analysis
- Journal – Self-analysis and reflection
- Performance project.

Course Content

- Self-awareness
- The ensemble ethic
- Movement
- Voice
- Improvisation
- Characterisation
- Motivation and behaviour
- Stage movement
- Working with scripts
- Acting styles
- Rehearsal process

- Performance
- Application of Stagecraft
- Professional Theatre visits
- Analytical responses
 - terminology.

Year 10 Dance

Rationale

Dance in Year 10 focuses on the art form and structure of Dance, looking closely at the process of performance and choreography. Students are given opportunity to choreograph self-devised group work, perform a learnt work taught by another choreographer, analyse dance performance and experiment with various choreographic processes. Students will study the theories and techniques of dance analysis and choreography, and learn the essential skills to critically analyse their work.

Skills

- Focus and co-operation
- The art of performance
- Safe dance practices
- Dance technique
- Dance making.

Assessment

- Choreography
- Journal
- Group dance performance
- Dance history assignment
- Self-analysis
- Performance skills and analysis.

Course Content

- Choreography for performance
- Dance Styles
- Focus on stage
- Performance
- Rehearsal processes
- Working with professional choreographers
- Professional dance visits
- Analytical Responses
- Dance Film and multimedia
- Terminology
- Safe dance practices.

Year 11 VCE Theatre Studies

Unit 1 – Pre-Modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Operate, Noh theatre, Bunraku and Kabuki and traditional indigenous theatre forms.

Areas of Study

In this area of study students explore playscripts from the pre-modern era of theatre; that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods. Students learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical

workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre.

Assessment

Students will be required to satisfactorily complete three outcomes:

- Play interpretation with the emphasis on performance and other stagecraft, focusing on works prior to the 1920s.
- Written analysis of the production processes of the performance.
- Analysis of a play in performance from the pre-modern area.

Unit 2 – Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Expressionism, Theatre of the Absurd, Epic Theatre, Constructivist theatre, Physical theatre, Political theatre, Feminist theatre, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Verbatim theatre, Theatre in Education).

Areas of Study

This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era including playscript/s associated with each movement. Students learn about the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each playscript. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

Assessment

Students will be required to satisfactorily complete three outcomes:

- Play interpretation with the emphasis on performance, focusing on works from the modern era.
- Written analysis of the production processes of the performance.
- Analysis of a play in performance from the modern era.

Year 12 VCE Theatre Studies

Unit 3 – Playscript Interpretation

In this unit students develop an interpretation of a playscript through the designated stages of production: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop across this experience to analyse ways stagecraft could be used to interpret previously unseen playscripts excerpts. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Areas of Study

1. Production process.

This area of study focuses on the development of skills that contribute to the interpretation of a playscript. Students work collaboratively to contribute to the development of a production. The students undertake exercises and tasks as a member of the production team in the development of a playscript through the stages of production.

Students develop an understanding of, and enhance skills in applying two areas of stagecraft across all stages of the production process. They also develop other skills that contribute to theatre production process, for example, thinking imaginatively and creatively, working collaboratively, time management, planning and scheduling.

2. Theatrical interpretation

In this area of study students explore how stagecraft can be utilised across the stages of the production process to interpret the theatrical possibilities of a playscript excerpt/s. Students interpret previously unseen playscript excerpt/s and other stimulus material, formulating and justifying possible theatrical responses and document their interpretation.

The documentation should include written material and annotated illustrations (as appropriate) to support interpretive choices.

3. Production Analysis

In this area of study students analyse and evaluate an interpretation of a playscript in a production from the prescribed Theatre Studies Unit 3 Playlist.

Students analyse and evaluate the relationship between the written playscript and its interpretation on stage. In doing so students study ways the interpretation on stage draws on and/or changes the contexts in the playscript. This includes the decisions that have been made when interpreting the playscript, for example decisions pertaining to design, direction and acting.

Students also evaluate ways individuals, for example, the director, the lighting designer or the stage manager, have contributed to the performance through the application of stagecraft. Students study how the theatrical styles implied in the written playscript are interpreted when the play is performed to an audience.

Student analysis and evaluation of the production is informed by work undertaken in Areas of Study 1 and 2 with regard to interpreting the text of a playscript for development into a performance. Students develop an understanding of the terminology and expressions associated with analysing theatrical productions.

Assessment

Students will be required to satisfactorily complete three outcomes:

- Presentation of a selection of stagecraft documentation relating to the application in a production.
- Written analysis of the production processes of the performance.
- Analysis and evaluation of production values evident in a selected performance.

Unit 4 – Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using a selected area of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin.

Areas of Study

1. Monologue Interpretation

This area of study focuses on the interpretation of a monologue from a playscript selected from the monologue list.

Students select a monologue from the list and study the text of the monologue, the prescribed scene in which it is embedded and the playscript from which the scene is derived. Students interpret the monologue through the application of stagecraft. Students select an area of stagecraft from the list for Unit 4 to interpret the monologue. The interpretation of the monologue is informed by study of the scene the monologue is embedded in and the complete playscript. Students make decisions about the context/s, theatrical style/s and theatrical possibilities for interpreting the monologue. Students apply their selected area/s of stagecraft to realise and present their interpretation of the monologue. They also consider relationships between acting/direction and design.

2. Scene Interpretation

In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and the specified scene it is embedded within. Students outline an interpretation of the scene focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the playscript, its specific structure, its character/s, its themes, images and ideas, its theatrical possibilities, its theatrical style/s and the ways in which selected stagecraft could be employed to convey its intended meaning/s. Students also study the scene in relation to the contexts of the playscript and influences on the playwright. In their theatrical treatment, they also demonstrate an understanding of the application of selected stagecraft for a performance to an audience. Students conduct and evaluate research as the basis for decisions that will inform their interpretation.

3. Performance Analysis

In this area of study students focus on the analysis and evaluation of the acting in a production selected from the prescribed Theatre Studies Unit 4 Playlist.

Assessment

Students will be required to satisfactorily complete three outcomes:

- Demonstrate the ability to interpret a selected play through the performance of a monologue in acting/direction or design.
- Develop an interpretation of a scene from a selected play based on an analysis of the context of that play.
- Analysis of a performance of a selected play.

VCE Dance

Rationale

This subject focuses on the art of movement and the ability of each learner to construct, interpret and bring to the subject, his/her own perspective and appreciation of Dance. Students learn the fundamental elements of choreography, to analyse and construct meaning from dance works, to refine their dance skills and to examine the relationship between the body and the art of expression. The Dance curriculum at this level aims to give students the ability to generate meaningful and intuitive dance works by equipping them with the necessary skills to understand how to create an expressive intention and the art of developing significant and technically proficient compositions based on academically sound practices.

Skills

- Understanding and creating an expressive intention in dance.
- Developing a safe and correct use of the body in individual and group dance works.
- Creating a unified solo composition.
- Learning, rehearsing and performing a learnt dance work.
- Understanding cultural influences on dance.
- Observing and critiquing dance analytically.
- Interpreting dance through an analysis of the Elements of Movement.

Assessment

- Performance Skills
- Dance works Analysis
- Self-Analysis Skills
- Journal Writing
- Choreographic Projects.

Areas of Study

- Time, Space and Energy
- Expressive intentions
- Safe Dance practices
- Improvisation in Dance
- Sound and Music in Dance
- The Art of Solo Dance
- The processes of a Learnt Dance.

VCE Dance – Units 1 - 4

This study is made up of four units:

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.

Entry

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

It is recommended that students should have three to four years dance experience prior to the commencement of VCE Dance.

Unit 1

This unit enables students to explore the potential of the body as an instrument of expression. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body

actions. They explore and perform dance works originating from different dance-making processes and discuss cultural influences on the movements and ideas communicated in their own and others' dances.

Areas of Study

- Dance perspectives
- Dance technique
- Dance composition and performance.

Unit 2

This unit enables students to expand their dance vocabulary by exploring different ways of executing movement within the dance-making and performing processes involved. Students apply their understanding of the expressive capacity of different techniques/movements to the learning, composition and performance of dance works. Students are introduced to pre-twentieth century dance traditions through a study of the expressive use of the elements of movement to analyse and discuss ways in which contrasting techniques of movement express the intention of their own and the dance works of others.

Areas of Study

- Dance perspectives
- Dance technique
- Dance composition and performance.

Assessment

- written reports
- a solo dance work composed by the student
- a group dance work learnt from a choreographer
- a solo or group structured improvisation.

Unit 3

This unit enables students to develop compositional skills by exploring ways in which the intention of the dance maker(s) can be expressed through the arrangement of movement within a structure. Solo dance works are informed through an analysis of cultural influences and compositional techniques used in solo dance works of major twentieth century choreographers from 1900 to 1969. The unit also focuses on technical complexity and accuracy and performance skills in a learning group and composing a solo dance work.

Areas of Study

- Dance perspectives and analysis
- Dance technique
- Dance composition and performance.

Unit 4

This unit enables students to refine compositional skills by exploring ways in which the intention of the dance maker can be expressed through the use of spatial organisation and group structures. Dance works are informed through analysis of the cultural influences and compositional techniques used in group dance works of major twentieth century choreographers from 1970 to the present day. The unit also focuses on accurate use of spatial organisation in choreographing, rehearsing and performing a unified solo dance work.

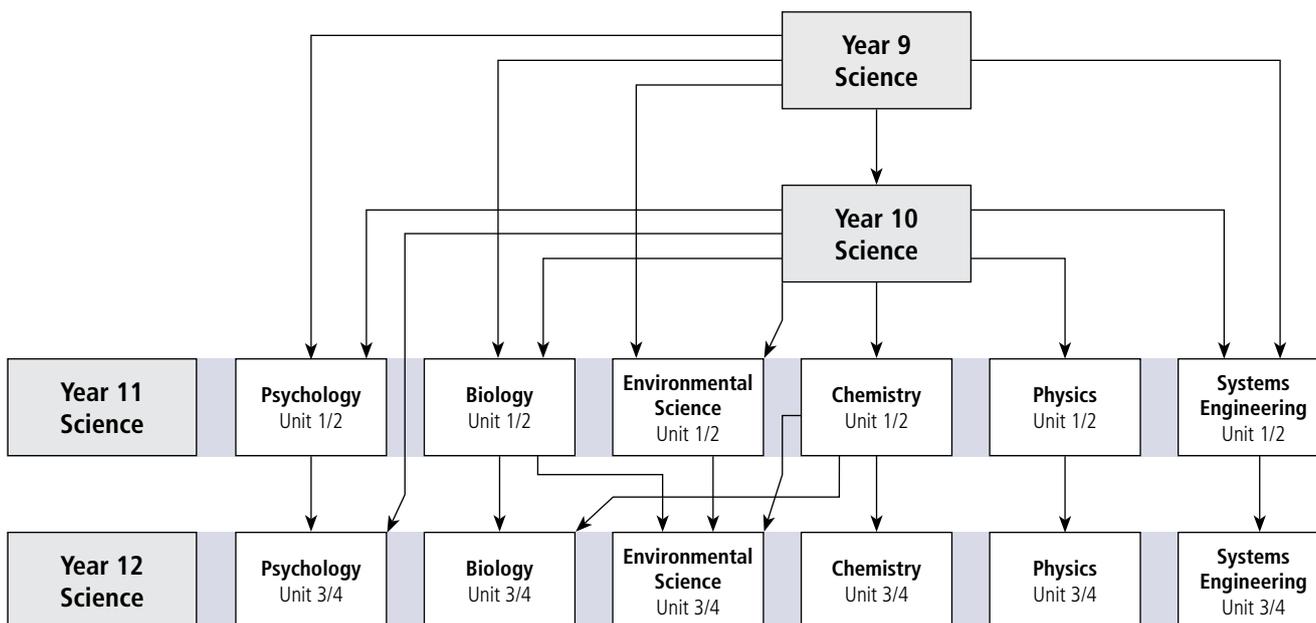
Areas of Study

- Dance perspectives and analysis
- Dance technique
- Dance composition and performance.

Assessment

- Unit 3. School Assessed Coursework: 15%
- Unit 4. School Assessed Coursework: 10%
- Solo Performance Examination: 50%
- End of year written Examination: 25% (externally written)

Science



Science

Rationale

Science is an integral part of modern society and our science courses are designed to equip students with the scientific skills and knowledge needed to function effectively and deal with scientific matters arising in daily life. The courses stress the interrelated nature of various science disciplines and the progressively developing skills and knowledge using contexts relevant to student experience. Science is presented as a dynamic area of knowledge which empowers people to find solutions for the future but also presents us with ethical questions. As the course progresses, students should develop insights into how science is applied in our society, use the methods of science to seek answers to questions and make informed decisions about scientific issues, further studies and careers. Both of the courses available at Year 10 are fully compliant with the Australian Curriculum as published by ACARA.

This unit of work has been devised to comply with the Australian Curriculum for Science

Course Choices

All Year 10 students must choose ONE of the following courses that will run for the whole year.

- Science.** The standard course undertaken by most students to provide a broad experience of Science that will prepare them to study any VCE Science.
- Extension Science.** An extension course based on the Science course designed to extend able students, particularly for those students considering VCE Chemistry, Physics and/or Biology.

Science – Year 10

This course is designed to offer students major units of study in the core disciplines of science at years 11 and 12 level. The aim of this Unit is to give students an opportunity to familiarise themselves with the type of material involved and the style of work required. This will enable students to make more informed choices for their studies at years 11 and 12, which occurs early in term three.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical

evidence for different theories, such as the theory of natural selection. An understanding of chemical reactions is developed to enable evaluation of the current issues surrounding energy resources and climate change. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Extension Science – Year 10

This course will be offered as a full year course instead of the Science course undertaken by most students. It is suited to those students with a distinct ability and aptitude in Science and who intend to pursue Sciences within their VCE Program. The course will be based on the Science course but will offer a greater breadth and depth to extend students. The course will provide students the opportunity to extend their knowledge of, and experience in, Science to better prepare them for VCE studies in this field. This course will be offered to students based on their performance in Year 9 Science and teacher/HOH recommendation. Students may also express an interest in this subject but their application will be treated on the basis of merit.

The core of the course will be the same as the Science course, including the same units of study. The pace of the units will be accelerated to allow for the extension of the material.

Assessment Tasks

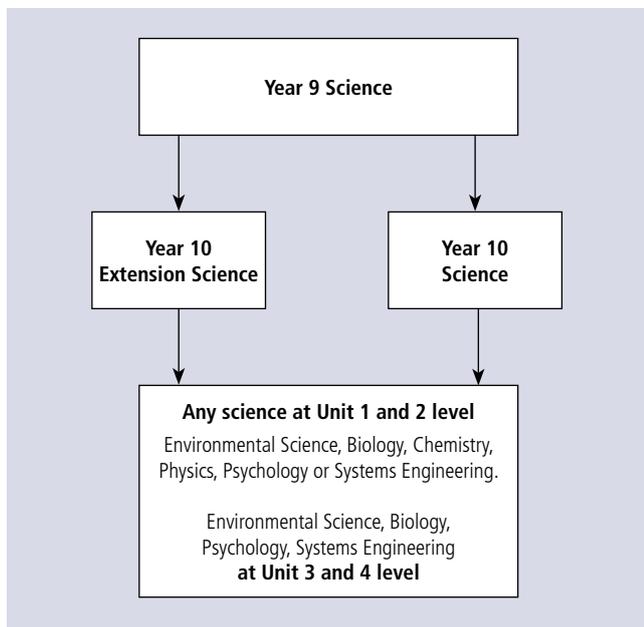
In Year 10, the assessment tasks focus on a range of knowledge and skills that students are expected to develop and which reflect the style of tasks students will be required to complete in later years.

- Practical Work.** The development of practical skills required by science and the ability to report on the findings of this work.
- Assignments.** The development of the ability to carry out research into a topic using a wide range of sources which are appropriately acknowledged and to present the information gathered in a variety of formats.
- Class work/Homework.** A variety of small tasks completed in a limited time frame which are designed to support and demonstrate student mastery of the course outcomes.
- Topic Tests.** Student mastery of the knowledge and skills of each topic will be evaluated under test conditions.

5. **Semester Examination.** All work studied during the semester will be examined under formal examination conditions.

Skills

- Practical Skills
- Problem Solving
- Application of Concepts
- Communication of Ideas



Environmental Science

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

Structure of the Study

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

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

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

Unit 3 – How can biodiversity and development be sustained?

Unit 4 – How can climate change and energy impacts be managed?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

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

Areas of Study 1

- How are Earth's systems organised and connected?

Outcome 1

On completion of this unit the student should be able to describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.

Areas of Study 2

- How do Earth's systems change over time?

Outcome 2

On completion of this unit the student should be able to analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.

Areas of Study 3

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

Outcome 3

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

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

Outcome 1

On completion of this unit the student should be able to explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.

Outcome 2

On completion of this unit the student should be able to compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.

Outcome 3

On completion of this unit the student should be able to investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

Unit 3 – How can biodiversity and development be sustained?

Outcome 1

On completion of this unit the student should be able to explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Outcome 2

On completion of this unit the student should be able to explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

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

Outcome 1

On completion of this unit the student should be able to analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.

Outcome 2

On completion of this unit the student should be able to compare the advantages and disadvantages of using a range of energy sources, and

evaluate the suitability and impacts of their use in terms of upholding sustainability principles.

Outcome 3

On completion of this unit the student should be able to design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Biology

Rationale

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

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

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

VCE Units 1 and 2

Unit 1 – How do organisms regulate their functions?

Area of Study 1 – How do cells function?

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

Area of Study 2 – How do plant and animal systems function?

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

Area of Study 3 – How do scientific investigations develop understanding of how organisms regulate their functions?

In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

Unit 2 – How does inheritance impact on diversity?

Area of Study 1 – How is inheritance explained?

In this area of study students describe the production of gametes in sexual

reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

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

Area of Study 2 – How do inherited adaptations impact on diversity?

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

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

Area of Study 3 – How do humans use science to explore and communicate contemporary bioethical issues?

In this area of study students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. A variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key science skills and key knowledge in the outcomes will be used.

VCE Units 3 and 4

Unit 3 – How do cells maintain life?

Area of Study 1 – What is the role of nucleic acids and proteins in maintaining life?

In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

Area of Study 2 – How are biochemical pathways regulated?

In this area of study students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

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

Area of Study 1 – How do organisms respond to pathogens?

In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

Area of Study 2 – How are species related over time?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence



for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

Area of Study 3 – How is scientific inquiry used to investigate cellular processes and/or biological change?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment

- Unit 3. School Assessed Coursework: 20%
- Unit 4. School Assessed Coursework: 30%
- End of year written Examination: 50%

Chemistry

Rationale

Chemistry is the study of substances, their composition, their effects on one another and our interactions with them. Chemistry is a dynamic science. Our understanding of both facts and theories is growing rapidly. Strong links between chemistry and each of the other science disciplines have always been acknowledged but there is increasing emphasis on links with social and economic factors. An understanding of chemistry is essential for overcoming many of the problems facing society as well as the impact Chemistry has on the environment. It is important that students have sufficient knowledge of chemistry to help them function effectively in a society which is increasingly influenced by the products and consequences of chemistry that we did not dream were possible ten or twenty years ago. For the majority of students, learning is more effective in the context of the application of chemical knowledge to technology and society. Therefore a thematic approach to chemistry has been adopted, in which students will have opportunities to investigate, explore and solve qualitative and quantitative problems, ask questions, and discuss chemical concepts and issues.

Each unit has three areas of study and two outcomes:

- A glossary of terms is also included.
- A set of key skills applicable to each unit has been developed. As the complexity of key knowledge increases from Units 1 to 4, students should demonstrate the skills progressively at a higher level. Assessment of these skills should be included in deciding a student's level of achievement.

VCE Units 1 and 2

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

Area of Study 1 – How can knowledge of elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity. Students investigate the nature of metals and their properties. They investigate how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. Students apply their knowledge of the electronic structures of metallic elements and non-metallic elements to examine ionic compounds. They study how ionic compounds are formed, explore their crystalline structures and investigate how changing environmental conditions may change their properties. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Area of Study 2 – How can the versatility of non-metals be explained?

In this area of study students explore a wide range of substances and

materials made from non-metals including molecular substances, covalent lattices, organic compounds and polymers. Students investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. They compare how the structures of these non-metallic substances are represented and analyse the limitations of these representations. Students study a variety of organic compounds and how they are grouped into distinct chemical families. They apply rules of systematic nomenclature to each of these chemical families. Students investigate useful materials that are made from non-metals, and relate their properties and uses to their structures.

Unit 2 – What makes water such a unique chemical?

Area of Study 1 – How do substances interact with water?

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

Area of Study 2 – How are substances in water measured and analysed?

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants. Students examine the origin and chemical nature of substances that may be present in a water supply, including contaminants, and outline sampling techniques used to assess water quality. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves and learn to predict when a solute will dissolve or crystallise out of solution.

Area of Study 3 – Practical investigation

Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work.

Assessment

A range of assessment options will be utilised selected from:

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

VCE Units 3 and 4

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

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

Area of Study 1 – What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

Area of Study 2 – How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase the efficiency

and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

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

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

Area of Study 1 – How can the diversity of carbon compounds be explained and categorised?

In this area of study you will explore why such a vast range of carbon compounds is possible. You will examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named. You will study typical reactions of organic families and some of their reaction pathways, and learn to deduce or confirm the structure and identity of organic compounds by interpreting spectroscopy data.

Area of Study 2 – What is the chemistry of food?

Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study you will explore the importance of food from a chemical perspective.

Area of Study 3 – Practical investigation

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

Assessment

- Unit 3 School-assessed Coursework: 16%
- Unit 4 School-assessed Coursework: 24%
- End-of-year examination: 60%.

The School-assessed Coursework tasks are drawn from each area of study and includes reporting on practical activities and analysis tasks. In addition, Unit 4 requires a structured scientific poster according to the VCAA standard template.

Physics

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the galaxies in the Universe. Students undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position. Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, energy research, engineering, lasers and photonics, medical physics, nuclear science and pyrotechnics. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Units 1 and 2

Unit 1 – What ideas explain the physical world?

Area of Study 1 – How can thermal effects be explained

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

Area of Study 2 – How do electric circuits work?

In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.

Area of Study 3 – What is matter and how is it formed?

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, including the Standard Model.

Unit 2 – What do experiments reveal about the physical world?

Area of Study 1 – How can motion be described and explained?

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.

Area of Study 2 – 12 options

Available as detailed by VCAA, each option is based on a different observation of the physical world.

Area of Study 3 – Practical investigation

Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

Assessment

- Unit 1 – Areas of Study 1, 2 and 3
- Unit 2 – Areas of Study 1 and 2:

A range of assessment options will be utilised selected from:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a test comprising multiple choice and/or short answer and/or extended response.

Unit 2 – Areas of Study 3:

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

VCE Units 3 and 4

Unit 3 – How do fields explain motion and electricity?

Area of Study 1 – How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic.

Area of Study 2 – How are fields used to move electrical energy?

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Area of Study 3 – How fast can things go?

Students use Newton's laws of motion and Einstein's theory of special relativity to analyse motion.

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

Area of Study 1 – How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications.

Area of Study 2 – How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3 – Practical investigation

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.

Assessment

In Physics the student's achievement is determined by their performance in an end of year examination, which is 2 1/2 hours in duration. In addition ongoing school assessed coursework will be completed.

Percentage contributions to the study score in Physics are as follows:

- Terminal examination 60%
- School Assessed Coursework 40%.

Psychology

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

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

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 academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. 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.

Structure of the Study

This two year study consists of four semester units.

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 classical and contemporary 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. A student-directed research investigation related to brain function and/or development is undertaken in this unit.

Area of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

Outcomes

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

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different

functions, and explain how brain plasticity and brain damage can change psychological functioning.

2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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 of stimuli enables a person to interact with the world around them and how their perception of stimuli 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 classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

Area of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?
3. Student-directed practical investigation

Outcomes

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

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment

Assessment tasks for Unit 1 and 2 are selected from the following:

- a report of a practical activity
- a research investigation
- a logbook of practical activities
- media response
- tests.

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 both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider 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.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Outcomes

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

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

2. Apply biological and psychological explanations of how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

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 and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. 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 classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

Outcomes

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

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Note: A student practical investigation related to mental processes and psychological functioning 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.

Assessment

- School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score and comprises of two tasks allocated 50 marks each.
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score and comprises of two tasks allocated 30 marks each and scientific poster contributing 30 marks.
- School-assessed Coursework for Unit 3 and 4 may include:
 - Media analysis/response
 - a test
 - a response to a set of structured questions
 - scientific poster (AoS #3)
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score.

Systems Engineering

Rationale

Technological systems are an increasingly significant part of the human-made world and they mediate or control many aspects of human experience. This study provides an opportunity for students to develop capabilities in, and knowledge about the design, operation, constructions, assembly, maintenance, repair and evaluation of technological systems, and to gain awareness and understanding of the interactions of these systems with human society and natural ecosystems.

The study integrates system theory with practice and encourages students to learn about and engage with systems from a largely concrete, practical and purposeful perspective that includes an element of design. Technological principles and the associated mathematics are incorporated as some of the many useful and essential tools employed in the processes

of technological design, modification and production. The study can provide a sound systems-oriented basis for tertiary technology courses and for employment in technological enterprises.

The terms mechanical and electrical/electronic are used as descriptors for the types of systems covered by this study. Mechanical systems include simple machines such as levers, pulleys and gears and pneumatic and hydraulic systems or subsystems. Electrical/electronic systems include microelectronic systems or subsystems.

Unit 1 – Introduction to mechanical systems

This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation.

In this unit, students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a 'hands-on' approach, as students apply their knowledge and construct functional systems. These systems can be purely mechanical or have some level of integration with electrotech systems. The systems constructed can provide tangible and/or realistic demonstrations of some of the theoretical principles studied in this unit. All systems require some form of energy to function. Through applied research, students explore how these systems use or convert the energy supplied to them and related wider environmental and social issues.

Areas of Study

1. Mechanical system design
2. Producing and evaluating mechanical systems

Outcomes

1. On completion of this unit the student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical system.
2. On completion of this unit the student should be able to make, test and evaluate a mechanical system using selected relevant aspects of the Systems Engineering Process.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Assessment tasks for this unit are:

- records/folio of design and planning
- production work
- tests (short and/or extended answer)
- practical tests
- practical demonstrations
- short written reports, e.g. technical reports
- oral reports supported by multimedia presentations
- Examination

Unit 2 – Introduction to electrotechnology systems

This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology. In this unit, students study fundamental electrotechnology engineering principles. Through the application of their knowledge, students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components.

Students also apply their knowledge and skills to research and produce technical reports. While this unit contains the fundamental physics and theoretical understanding of electrotechnology systems and how they work, the main focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation within all the interrelated applied learning that occurs in the unit.

In this unit, students study fundamental electrotechnology principles

including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical calculations that can be applied in order to define and explain electrical characteristics of a functional system. Although the system can be predominately electrotechnological, it is highly desirable to have some mechanical integration within the system. The systems constructed provide a tangible demonstration of some of the theoretical principles studied in this unit. Electrotechnology is one of the fastest moving sectors in relation to developments and changes that are taking place through technological innovation. The contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control. The unit allows students to explore some of these new and emerging technologies.

Areas of Study

1. Electrotechnological system design
2. Producing and evaluating electrotechnology systems

Outcomes

1. On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.
2. On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

- records/folio of design and planning
- production work
- annotated visual displays
- tests (short and/or extended answer)
- practical tests
- practical demonstrations
- short written reports, e.g. technical reports, product evaluation reports
- oral reports supported by multimedia presentations
- Examination

Unit 3 – Integrated systems engineering and energy

This unit focuses on how mechanical and electrotechnology systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function.

In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. This is underpinned by the study of human endeavour in which observations and ideas about the physical world are organised and explained. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports.

In Unit 3, students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. The engineering principles underpin students' understanding in the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotech systems and how they function.

In this unit, students develop their engineering knowledge and undertake the construction of a substantial system. They also explore contemporary energy issues in relation to powering systems.

Areas of Study

1. Integrated and controlled system design
2. Clean energy technologies

Outcomes

1. On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems

engineering process.

2. On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework, a school-assessed task and an end of year examination.

Unit 4 – Systems control and new and emerging technologies

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

Areas of Study

1. Producing, testing and evaluating integrated technological systems
2. New and emerging technologies

Outcomes

1. On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
2. On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework, a school-assessed task and an end of year examination.

Study Score

The study score for Systems Engineering is calculated using the student's moderated School-assessed Coursework scores, School-assessed Task score and examination. In Systems Engineering the three graded assessments contribute to the study as follows:

Units 3 and 4 School-assessed Coursework:	20%
Units 3 and 4 School-assessed Task:	50%
End of Year examination:	30%

Conditions

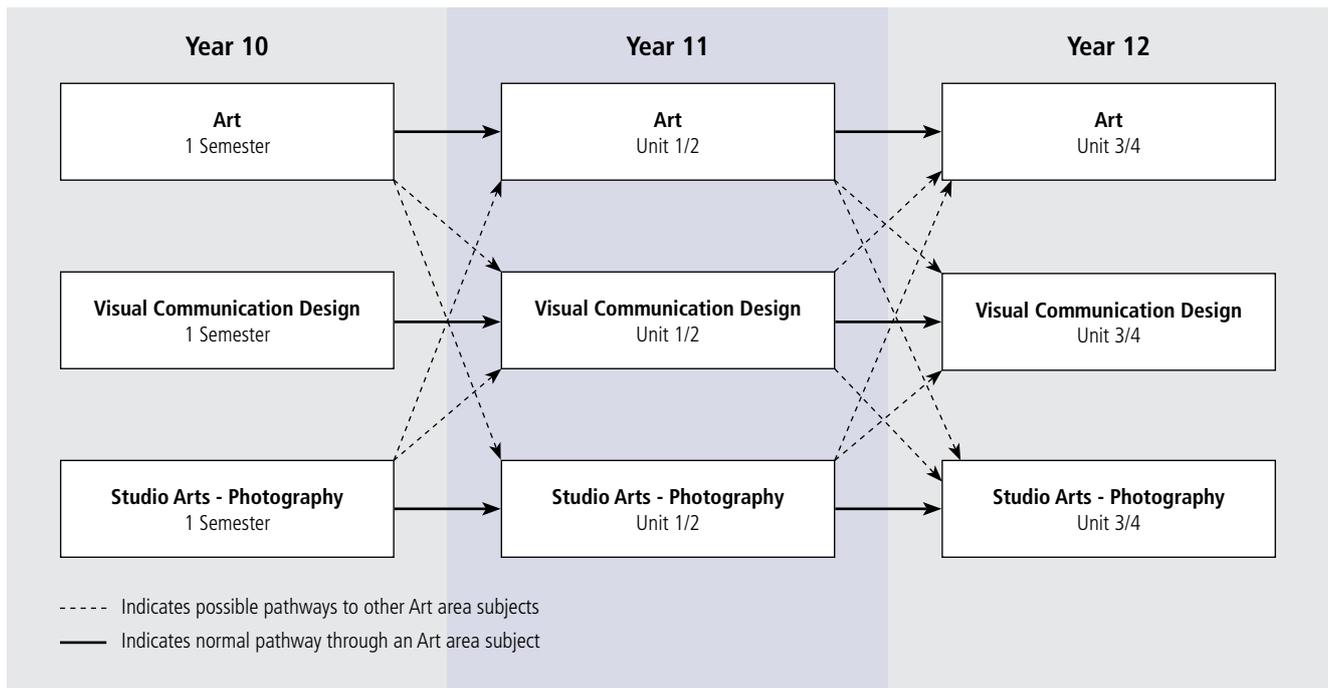
The examination will be completed under the following conditions:

- Duration: one and a half hours
- Date: end of year
- Victorian Curriculum and Assessment Authority examination rules will apply.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

Visual Arts

Rationale

Visual Arts embrace three elective subjects that focus on the use of thinking strategies to understand how to make imagery convey ideas effectively. Using creative, critical and reflective thinking, and a variety of appropriate media, students learn about three subjects in Visual Arts: Visual Communication Design, Art and Studio Arts. Visual Communication Design focuses on learning how to use the design process, drawing and technology to solve design problems. Art focuses on learning, through practical and theoretical investigations, how to use thinking lenses, 2-dimensional and 3-dimensional manual media (like paint, clay, etc.) to express concepts. Studio Art focuses on learning how to use the Studio process and digital/analogue photography to understand how Art is made and displayed. Students have used these subjects as pathways into a range of tertiary courses. In addition to design and art industries these have included areas such as architecture, advertising/marketing, engineering and the Arts subjects.



Year 10 Art

Year 10 Art

Rationale

This level would extend students at a higher skill level and a deeper understanding of art process, artistic production and awareness than previous years. It is expected that a more critical approach is shown, that there is some awareness of aesthetic considerations in making art works and that there is an ability to display cultural and historical knowledge through comparison and contrasting the characteristics of styles, themes, purpose and content in the visual arts.

Assessment

Skills

- Design
- Technical
- Research and analysis
- Presentation
- Organisation

Tasks

- Folio (collection of assigned tasks)
- Tests
- Written responses

VCE Units 1, 2, 3 and 4

Rationale

VCE Art has been designed to encourage artistic development through personal and independent exploration. There is an emphasis on innovative thinking and investigation in the progressive resolution of the student's visual thinking. The study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through a process of investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process.

VCE Art also aims to equip students with the ability to reason to art in an informed and articulate manner. With the acquisition of technical and analytical skills, personal involvement and critical study, students should build an ability to interpret art and to discuss and debate the ideas and issues which it raises.

Aims

The study is designed to enable students to:

- acquire a broad knowledge of art
- develop ideas and conceptual and problem-solving skills through investigation and experimentation.
- develop the technical skills and artistic awareness necessary to produce works of quality.
- achieve diversity through cross-media investigation.
- understand aesthetics and the language of visual analysis.

- develop a critical awareness of how art relates to its cultural and historical context.
- develop a critical awareness of the ways in which artists and art works relate to the values, beliefs and traditions of societies.
- develop critical skills to interpret art and to discuss and debate the ideas and issues which it raises.

VCE Units 1 and 2

Unit 1 – Artworks, Experiences and Meaning

Unit 1 focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students will examine artists in different societies and cultures and historical periods and develop their own points of view about the meaning and messages of the studied artworks. They will explore the work of artists who have been inspired by ideas relating to personal and cultural identity. Students will apply Structural and Personal Frameworks to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, they will explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Area of Study 1 – Artworks and Meaning

This area builds on the concept of Analytical Frameworks as a tool for interpreting and exploring the multiple meanings and messages of artworks. Students will develop their knowledge and skill in the use of Formal Frameworks to enhance their understanding and interpretation of artworks. They will refine their understanding of the ways that artworks may reflect an artist's interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. The artworks studied will be both historical and contemporary and selected from a range of societies and cultures.

Outcome 1

In Outcome 1, students analyse and interpret a variety of artworks using the Formal and the Personal Framework.

Area of Study 2 – Artmaking and Meaning

Students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Through guided explorations of techniques, materials and processes, students will build confidence to make more sophisticated artworks. They will apply skills of observation and imagination to the development of a folio of visual responses to set tasks and document their thinking and working practices using Structural and Personal Frameworks.

Outcome 2

In Outcome 2, students present visual creative responses that demonstrate their personal interests through trialling techniques, materials and processes. Students employ the language of the appropriate Analytical Frameworks when reflecting upon and analysing their own art making.

Skills

- Design
- Conceptual
- Technical
- Research
- Organization
- Presentation

Tasks

- Folio (Outcome 1)
- Written Reports (Outcome 2)
- Tests (Outcome 2)

Unit 2 – Artworks and Contemporary Culture

In Unit 2 students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prices, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. Students use the Formal and Cultural Frameworks to examine the different ways that artists can interpret and

present social issues. Using these frameworks they examine artworks for the meanings and messages of selected artworks.

In their practical work students continue to explore techniques and develop personal and creative responses in their art-making. They explore the effects on their own artwork of cultural contexts and social attitudes in art.

Area of Study 1 – Art and Contemporary Culture

This area focuses on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for, and in which, it is created. Students explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes.

Outcome 1

In Outcome 1, students interpret, compare and contrast artworks from different cultures using the Formal and the Cultural Framework.

Area of Study 2 – Contemporary Artworks and Culture

Students explore areas related to their cultural identifications and experiment with visual language to present their ideas. Using starting points, such as observations, imagination or concepts, they experiment with techniques, processes and art forms. They use Contemporary Frameworks and Cultural Frameworks to examine, evaluate and reflect on their artworks. They use appropriate health and safety practices with respect to the impact of their arts practice on themselves and their environment.

Outcome 2 – Artmaking and Contemporary Culture

In Outcome 2, students demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork through the exploration of selected media, materials and techniques. Students employ the language of the Structural and Analytical Frameworks when reflecting upon and analysing their own art-making.

Skills

- Design
- Conceptual
- Technical
- Research
- Organization
- Presentation

Tasks

- Folio (Outcome 1)
- Written Reports (Outcome 2)
- Tests (Outcome)

Unit 3 – Artworks, Ideas and Values

Students build on the skills and knowledge introduced in Units 1 and 2 to deepen and extend their own practice and the appreciation of the meanings and messages contained in works by other artists. Students study selected artists from before and after 1970 and, by using all of the Analytical Frameworks, interpret and analyse the artworks for meanings and messages. Through this, students appreciate how an artwork may contain different aspects and can generate valid yet diverse interpretations. Students explore ways in which ideas and issues can influence the making and interpretation of art.

Students apply imagination and creativity to develop their ideas through a visual language. Art-making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

Area of Study 1 – Interpreting Art

Students respond critically to artworks using all the Analytical Frameworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view.

Outcome 1

On completion of this unit students should be able to use the Analytical Frameworks to analyse and interpret artworks produced before and after 1970, and compare and contrast the meanings and messages of these works.

- Students undertake a study of at least one artist who has produced work before 1970 and at least one other artist who has produced work since 1970.

- A comparison of the artists is made, supported by detailed analysis of at least two artworks by each artist.
- Relevant aspects of all of the Analytical Frameworks are applied across each of the selected artworks.

Area of Study 2 – Investigation and interpretation through art-making

Through a folio process, students develop their own art responses inspired by ideas, concepts and observations. Applying imagination and creativity, students explore and develop their art responses through ongoing experimentation, investigation, exploration, reflection, analysis and evaluation. Processes and thinking are documented using the language and context of selected Analytical Frameworks to guide their reflection. Students employ appropriate health and safety practices with respect to the impact of their arts practice on themselves and their environment. Their studies result in the production of one finished artwork.

Outcome 2

In Outcome 2, students explore personal ideas and concepts through a conceptual and practical investigation that includes at least one finished artwork. Students use selected Analytical Frameworks to reflect upon and annotate their work. Students produce at least one finished artwork.

Skills

- Design Thinking
- Conceptual
- Technical
- Research
- Organization
- Presentation

Tasks

- Folio (Outcome 1)
- Written Reports (Outcome 2)
- Tests (Outcome 2)

Unit 4 – Artworks, Ideas and Viewpoints

This unit has both practical and written components. By studying a specific artist's works and issues, themes, opinions and debates contained in commentaries, students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. In relation to their developing artwork, students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills.

Area of Study 1 – Discussing art

Students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks related to their discussion. They refer to a range of resources and commentaries to examine and debate opinions and arguments, and refer to artists and artworks to support their points of view.

Outcome 1

Students must study:

- a minimum of one selected art issue.
- at least one artist not included in Unit 3 and a minimum of two artworks by that artist.
- a range of diverse viewpoints as seen in commentaries relating to artworks and selected art issue/s.
- students discuss and debate an art issue using the selected works, commentaries and relevant aspects of the Analytical Frameworks to inform and support the discussion.

Area of Study 2 – Realisation and resolution

Students work toward resolved ideas and concepts leading to at least one finished artwork. They reflect on personal concepts and ideas, and Analytical Frameworks as they progressively develop and refine their artworks. They document their thinking and working practices, reflecting exploration, experimentation and skill. They continue to apply appropriate health and safety practices with respect to the impact of their arts practice on themselves and their environment.

Outcome 2

In Outcome 2, students progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork. Selected Analytical Frameworks underpin their reflections on their art-making.

Skills

- Design
- Conceptual
- Technical
- Research
- Organization
- Presentation

Tasks

- Folio (Outcome 1)
- Written Reports (Outcome 2)

Percentage Contributions to Study Score

- Unit 3 school assessed coursework: 10%
- Unit 4 school assessed coursework: 10%
- Units 3 and 4 school assessed task: 50%
- Units 3 and 4 examination: 30%

End of year examination

Description of task

Students will answer a series of questions set by an examination panel based on Outcome 2 in Unit 3 and Outcome 2 in Unit 4. For some questions, students will respond to visual stimulus material. Short and extended responses will be required.

The tasks will be set by an examination panel using the criteria published annually by the VCAA.

Visual Communication Design

Rationale

Visual communicators in fields such as architecture, engineering, graphic design, multimedia design, industrial design, cartography, advertising and fashion all depend on visual communication design to develop and communicate ideas and information. Visual communication uses text and image (though not necessarily both in the same presentation) in either two or three-dimensional form to communicate messages to audiences. Such information can be presented in imaginative and original ways while conforming to conventions or accepted rules.

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

Year 10

Students should be able to:

- gather and analyse information for communication purposes
- generate ideas and present solutions for visual communication
- understand the audience or purpose of visual communications
- use a range of drawing methods
- demonstrate knowledge of manual and/or electronic drawing equipment
- explain the visual communication process

Assessment

Skills

- Design Skills
- Problem solving
- Technical skills
- Analytic skills

Tasks

- Folio (Assigned tasks)
- Analysis (Research)
- Tests

VCE Units 1 and 2

Unit 1 – Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students develop thinking skills and their ability to manipulate imagery to communicate.

Areas of Study

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

Outcomes

At the conclusion of this unit students should be able to:

1. Create drawings for different purposes using a range of drawing methods, materials and media.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Assessment

Satisfactory completion of the unit is based on the student demonstrating achievement in the set of outcomes specified for this unit.

Tasks

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods.
- final presentations created using manual and/or digital methods.
- written report of a case study.
- annotated visual report of a case study.
- oral report of a case study supported by written notes and/or visual materials.

Unit 2 – Applications of Visual Communication Design within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. For example, architecture.

Areas of Study

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

Outcomes

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

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Satisfactory completion of the unit is based on the student demonstrating achievement in the set of outcomes specified for this unit.

Tasks

- folio of typography and image ideas and concepts created using manual and digital methods.
- folio of technical drawings created using manual and/or digital methods.
- written and/or oral descriptions and analysis of historical and contemporary design examples.
- folio demonstrating the design process created using manual and/or digital methods.
- final presentations of visual communications.

VCE Units 3 and 4

Unit 3 – Visual Communication Design practices

The main purpose of this unit is to gain an understanding of the process designers employ to structure their thinking and communicating ideas with clients, target audiences, other designers and specialists. They employ the design process and consider a variety of design fields, drawing and design thinking.

Areas of Study

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

Outcomes

There are three outcomes. At the completion of this unit students should be able to:

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment

These include:

1. Written reports
2. Practical tasks
3. A brief for two communication needs, research and idea generation

Unit 4 – Visual Communication Design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of communications to meet the needs of the brief generated in Unit 3. This involves applying the design process twice to meet each of the stated needs.

Areas of Study

1. Development refinement and evaluation.
2. Final presentations.

Outcomes

There are three outcomes. At the completion of this unit students should be able to:

1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief. Process includes a pitch to evaluate and refine possible solutions.
2. Produce final visual communication presentations that satisfy the requirements of the brief. Process includes a pitch to evaluate and refine possible solutions.

Assessment

These include:

1. A folio of conceptual developments for each need outlined in the brief written in Unit 3.
2. Two distinct final presentations in two separate presentation formats that fulfil the needs outlined in the brief.

End of year examination

Description of task

The examination will be one and half hours in duration. Students will answer a series of questions set by an examination panel. All the key knowledge and skills underpinning the outcomes in Unit 3 and 4 are examinable. The VCAA will publish specifications, including details, weightings, the question format/s and any other essential information.

Percentage Contributions of assessment to Study Score.

- Unit 3 school assessed coursework: 25%
- Units 3 and 4 school assessed task: 40%
- End of year examination: 35%

Studio Arts – Photography

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the design process. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and issues concerned with art industry and the presentation of art works.

Aims

This study is designed to enable students to:

- recognise the creative potential of natural and constructed environments as well as experiences as sources of inspiration for the development of art works.
- use the design process to develop art works.
- develop, practise and refine specialised skills appropriate to particular art forms and media.
- evaluate the ways in which artists use various visual forms, together with materials and techniques in the production of art works.
- develop an understanding of aesthetics and skills in visual analysis.
- develop an understanding of how artists develop distinctive styles and approaches to subject matter.
- develop an understanding of the roles and methods involved in the presentation of art works to an audience.
- develop an understanding of professional practices and art industry issues.

Year 10

This course introduces and extends the skills and concepts gained during previous study. Students continue with inspiration sources, development practice and media skills. During the course students would develop manual and electronic means of image making, explore studio mediums, studio practice and techniques. In addition, there is one expectation for students to understand professional practices and industry issues.

Assessment

Skills

- Design
- Conceptual
- Technical - digital & analog
- Research/Analysis
- Organisation
- Presentation.

Tasks

- Folio
- Workbook
- Projects
- Tests

VCE Units 1 and 2

Unit 1 – Studio inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art-making.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Area of Study 1 – Developing Art Ideas

Outcome 1

Students use sources of inspiration as starting points for making artworks. They develop individual ideas and the methods by which these are translated into visual language. Students consolidate their experiences through a process of progressive reflection on the development of their individual ideas and the artworks they produce.

Area of Study 2 – Materials and Techniques

Outcome 2

Outcome 2 emphasises how ability to use a variety of materials and techniques support the development of individual ideas in the production of artworks.

Area of Study 3 – Interpretation of Art Ideas and Use of Materials and Techniques

Outcome 3

Students study and discuss the works of artists from different times and cultures in order to gain a broader understanding of how artworks are conceived and produced.

Unit 2 – Studio exploration and concepts

Students establish and use a design process to produce artworks. The unit also focuses on students developing skills in the visual analysis of artworks.

Area of Study 1 – Design Exploration

Outcome 1

Outcome 1 emphasises the development of an individual design process in the creation of artworks.

Area of Study 2 – Ideas and Styles in Artworks

Outcome 2

In Outcome 2 students learn how artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

VCE Units 3 and 4

Unit 3 – Studio processes and practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students also study artists and their work practices, processes and issues, such as those arising from practices such as appropriation or referencing, to provide inspiration for their own approaches to art-making.

Area of Study 1 – Exploration Proposal

Outcome 1

In Outcome 1 students establish an exploration proposal that formulates an individual design process including a plan for how the proposal will be undertaken

Area of Study 2 – Design Process

Outcome 2

In Outcome 2, students use a design process to produce a range of potential directions from ideas documented in the exploration proposal.

Area of Study 3 – Professional Art Practices and Styles

Outcome 3

In Outcome 3, students discuss art practices in relation to particular artworks of at least two artists and analyse ways in which they have developed their styles.

Unit 4 – Studio practice and art industry contexts

Students created a cohesive folio of skilfully produced finished artworks, supported by visual and written documentation explaining how selected directions generated in Unit 3 were used to produce the works. Students investigate aspects of artist's involvement in the art industry, in particular those relating to the exhibition and conservation of artworks.

Area of Study 1 – Folio of Artworks

Outcome 1

In Outcome 1, students present a cohesive folio of artworks based on selected potential directions developed throughout the design process.

Area of Study 2 – Focus, Reflection and Evaluation

Outcome 2

Outcome 2 focuses on reflection and evaluation of the folio, supported by visual and written documentation. Students evaluate the extent to which the finished artworks reflect the selected potential directions and demonstrate a cohesive relationship between the works.



Area of Study 3 – Art Industry Contexts

Outcome 3

Outcome 3 places emphasis on linking the study of art industry contexts through the study of current exhibitions. Students examine artworks in at least two different exhibition spaces and explain how they have been prepared and presented.

Assessment

Assessment tasks have been made more explicit. Typical forms of evidence for Outcome 3 in Units 3 and 4 include a combination of the following:

- A collection of annotated research materials
- Responses to structured questions
- An annotated visual report
- An essay
- An oral presentation

School-assessed Task 1

An exploration proposal and developmental folio (including a visual diary) that presents an individual design process, which explores and develops the ideas set out in the exploration proposal and produces a creative range of visual explorations and potential directions that will form the basis of artworks in Unit 4.

School-assessed Task 2

A cohesive folio of finished artworks and an evaluation of the finished cohesive folio.

Skills

- Design
- Conceptual
- Technical
- Research
- Organisation
- Presentation

Tasks

- Folio (Outcome 1)
- Report (Outcome 2)
- Tests

End of year examination

Description of task

Students will answer a series of questions set by an examination panel based on Outcome 2 in Unit 3 and Outcome 2 in Unit 4. For some questions students will respond to visual and written stimulus material. Short and extended responses will be required.

The tasks will be set by an examination panel using the criteria published annually by the VCAA.

- Unit 3 school assessed task: 33%
- Unit 4 school assessed task: 33%
- Units 3 and 4 examination: 34%

Additional Information

Personal Development

As students enter adolescence they encounter a wide range of social situations, roles, relationships and choices, including decisions about lifestyle, goals, work and personal relationships. The many physical, psychological and social changes that take place during this period make it one of the most significant stages in an individual's development.

Caulfield Grammar School is committed to providing students with the values, skills and knowledge necessary to meet the demands of these changes. The Personal Development program, compulsory for all students in Years 7 to 10 provides students with an opportunity to explore a range of issues relevant to life in contemporary society, in the safe environment of the classroom.

The program emphasises the key elements of social interaction; "that is, the need for students to work productively and collaboratively with others, to recognise roles and responsibilities in such situations, and to develop the confidence to contribute their own insight and experiences when in a group." The continual development of these skills, which encompass both personal and interpersonal skills are an integral component of the program.

The four major aims of the Personal Development program are to develop:

- Positive personal identity
- Personal planning and decision making
- Social skills that enable students to function effectively in a range of community and work related settings
- An awareness and acceptance of individual and cultural differences

Implicit in the teaching and learning strategies used is the need to incorporate into the program the interests, goals, skills and knowledge of the students. Each year of the program is designed to suit the developmental stages of the age group, with subsequent years of the programme building on the teachings of the previous year. Where appropriate, the program also draws on the life experiences of the students themselves.

The Personal Development program covers a range of topics including; Communication Skills, Drug Education, Driver Education, Sexual/Reproductive Health, Relationships, and Personal Identity. The course recognises the religious and spiritual beliefs of individuals and their role in decision-making, and affirms an individual's right to accurate and appropriate information, necessary to make informed choices. A harm minimisation approach is adopted in relation to all risk taking behaviours, particularly relevant in the Sexual/Reproductive Health and Drug Education units of the course. The program aims to equip students with the skills necessary to abstain from risky behaviours, while also providing students with the necessary information to minimise harm. The program at all year levels reflects the School's Statement of Values and is guided by School policies where relevant to the contents of the program.

Every topic and learning activity has been designed with key learning objectives in mind. In some cases a combination of objectives are addressed through the learning activities set. The objectives include:

- Self Management
- Awareness of the significance of feelings, values and behaviour.
- Awareness and understanding of the significance of feelings, values and behaviour of others.
- Competence in using skills and knowledge for communication and relationships,
- Competence working in groups
- Knowledge and understanding of the way in which community points of view, values and expectations influence personal development.

Community Service

Caulfield Grammar School has a long tradition of Community Service and encourages all students to spend some time in the service of others. One of the ways that this is recognised is in the CGS Certificate of Excellence where one of the fields of endeavour students must gain points in, is

Community Service. All year 10 students are released on some Monday afternoons to enable them to undertake at least 20 hours of Community Service. We do however strongly encourage students to undertake further hours of community service across their schooling so that they are eligible for maximum points awarded for Community Service in the Year 12 Certificate of Excellence Award. Students should refer to their Record Book for this information.

Arranging the Placement

At the end of Year 9, Information Booklets are distributed with all the details and forms that students need to complete their Community Service. Students need to weigh up their interests, timing and transport arrangements and consider organisations that might be suitable for their personal circumstances. A data base of over 120 organisations, contact names and telephone numbers is included in the Information Booklets for student reference. The resources of each family should also be investigated.

Once possible organisations are identified, students contact them by telephone, letter, in person or a combination of all three! Once agreement is reached with an organisation the appropriate paperwork (all included in the Information Booklet) is completed:

- The Notice for Supervisors letter needs to be given to the organisation, along with a covering letter to confirm in writing the details of the placement arranged,
- The Placement Proposal Form, signed by parents with all the details of the placement completed and the Parental Permission Slip, also signed by parents signifying that the student has permission to leave school on the designated Monday afternoons is also completed and returned to school.
- The Evaluation Form is given to the supervisor at the start of the placement to complete on the student's performance over the period of Community Service and returned to school at the end of the placement. This is copied and returned to students for their use as a Reference in the future. This also serves to verify in writing that the student successfully completed Community Service and earns them one point towards their CGS Certificate of Excellence.

The Community Service Co-ordinator, will assist students in arranging their placements if needed. However, the onus is on students to identify and contact organisations that they would like to work with. Some organisations (such as the RSPCA) have a large number of Community Service and Work Experience students from all over Melbourne trying to arrange placements, so the earlier students act, the better their chance of gaining a place at an organisation that's close to their first choice.

Students gain much from this experience; knowledge and acceptance of those in our community who may be disadvantaged, a sense of self-worth, achievement and independence, enhanced communication and co-operation skills and a continuing commitment to providing support to the community through voluntary service.

Education Outdoors

Guiding Statement

To enable quality learning every day in every experience for every learner for life.

Yarra Junction programs aim to develop resilient, community minded individuals with the skills, knowledge, attributes and motivation to contribute to a global sustainable future.

Year 7

During Year 7 students visit Yarra Junction Campus for five days.

The Year 7 program aims to give students the willingness to live in ways that lessen their impact on the earth. This is achieved through students gaining an understanding of their place in the natural world, how they impact it and how to change their lifestyle to benefit the environment.

We aim to instil positive lifestyle skills that allow students to make better choices for themselves, their peers and the environment.



Desired Learning Intentions

1. The aim of the Year 7 program is to provide a challenging residential experience that develops resilient and self-aware students. Students are encouraged to acknowledge that their actions have real consequences – for themselves, others and the environment.
2. Students are given the opportunity to experience communal living, with an emphasis on respect, communication and a responsibility to others.
3. Students explore sustainable food production, through hands-on involvement at the dairy, in the kitchen and in the vegetable garden.
4. Students are expected to deepen their knowledge of environmental concepts and should feel empowered and motivated to put this knowledge into practice through living sustainably at, and beyond, Yarra Junction.
5. Students will learn and identify social and emotional capabilities that build fundamental skills for life effectiveness and support student engagement, achievement, positive behaviour and wellbeing. Specific skills include: confidence, persistence, personal organisation, positive relationships and resilience.

The Year 7 Yarra Junction program offers a range of fun and adventurous activities in an experiential, interactive and inclusive manner. Adventure activities undertaken include tubing, creeking and caving, high ropes and sleeping out under the stars.

On the dairy farm, Year 7 students will be involved in milking the cows. They will study milk production, revisit their 'adopted' cow and develop an understanding of the fluctuations in production and how this relates to the climate and farm management.

Students will sow, plant and reap vegetables from the garden and further develop their understanding of seasonal availability. Students will use this produce in the campus kitchen to prepare a meal for their class community.

Year 8

During Year 8 students visit the Yarra Junction Campus for 11 days.

The Year 8 program is sequentially linked with the Year 7 program to guide and encourage students to make choices in their lives that help to minimise their impact on the environment. The Year 8 program aims to extend students compassion and understanding beyond what they can see and touch and give them a global perspective of their world and environment. Through involvement in the Year 8 program students will experience a series of sequentially structured learning activities which are conducted in a variety of outdoor classrooms.

Desired Learning Intentions

1. **Personal challenge and resilience.** Students are encouraged to undertake positive risk taking and embrace the concept of 'personal challenge' during their program experience. Resilience is developed and self-esteem is fostered through student involvement in carefully structured individual and collaborative program experiences.
2. **Community involvement.** Students experience communal living and gain an insight into the value of community during their 11-day experience. Strong emphasis is placed on respect, communication, supportiveness, teamwork and responsibility to self, others and the environment.
3. **Farm life and food production.** Students experience life on the farm and develop an understanding of the origins of produce, in particular dairy produce. They develop a deeper understanding of the resources used in food production.
4. **Environmental responsibility and sustainability.** Students extend and further develop their knowledge of environmental responsibility and environmental management practices. Students should feel empowered, optimistic and motivated to put this knowledge into practice through living sustainably at, and in their lives beyond, Yarra Junction Campus.
5. **Social and emotional learning.** Students will develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships within and contribute to the community. Students will build individual capacity to recognise and manage their own emotions and make responsible decisions.

During the 11 day Year 8 program experience students have the opportunity to undertake a variety of learning activities which develop their respect and understanding of themselves, their peers and their environment. Adventure activities undertaken include: a three-day bushwalking expedition in the Yarra State Forest, a canoe journey on the Yarra River, the high ropes course

and the iconic 'Leap of Faith'. Students further develop their understanding of food production by milking the YJ dairy herd and completing a morning working on the farm. A sense of Australian Aboriginal culture is developed by Wurundjeri elder Ian Hunter, an indigenous educator, as he works with the students for a 'cultural day'. Students also develop their sense and understanding of community as they live and function in a residential setting. Other activities on the program include: rustic furniture making, nocturnal navigation, cooking in the kitchen and solo time.

Year 10

Odyssey Program

In Campus based groups, students undertake a journey based expedition of six days duration to one of 5 locations across the state.

The five locations are:

- The Great South West Walk (Western Victoria) – A Bushwalking and Canoeing Journey
- The Mitchell River (Eastern Victoria) – A White Water Rafting and Bushwalking Journey
- The Bogong High Plains (North Eastern Victoria) – A Cross Country Skiing and Snowshoeing Journey
- The Murray River (North Eastern Victoria) – A Canoeing Journey
- The North East Cycle Tour (Ovens Valley region) – A Cycling Journey

Year 10 students from Wheelers Hill and Caulfield Campuses will participate in the Odyssey journeys in different weeks. The themes of sustainable living which students explored during their visits to the School's Yarra Junction Campus will also be integrated into the Education Outdoors experiences.

There are three key desired learning outcomes that are common to each Odyssey journey and venue. These are:

Accepting Challenge. Accept challenges and go beyond comfort zones to achieve personal growth.

Community Action. To appreciate dynamic communities and the varied contributions that people can make. Students are empowered to take on the roles and responsibilities of an active community member.

Environmental Appreciation. To develop an appreciation of remote places. Spirituality of nature and the promotion of self-reflection in the natural world.

The common elements in each program will be: bushwalking, a solo and an initiative/challenge (such as canoeing, rafting, cross-country skiing, bushwalking or cycling).

Students participate in a personal reflective task during their Odyssey journey. This task ensures that all students undertake a meaningful reflection of their personal experiences and provides a forum for the key learning outcomes to be reinforced.

Student Leadership Development Program

Year 10 and 11 students are given an opportunity each year to assist the delivery of Yarra Junction Campus programs and Junior School camping programs as attending student leaders. The normal course of application for this program is for Year 9 and 10 students to apply to attend the Yarra Junction Student Leadership Development Program in the December prior to the year they plan to be a leader. If a student is interested in being a student leader and has not completed the Leadership Program, they should contact their Head of House or the Head of Yarra Junction Campus.

Involvement in this program gives students an opportunity to gain points for their CGS Certificate of Excellence.

Rationale

The purpose of the Student Leadership Development Program is to provide a targeted opportunity for students to develop their leadership skills. The program serves a secondary purpose of enabling students to further their understanding of the roles and responsibilities of a leader within Junior School camp programs and Middle Years Education Outdoors Programs, should they wish to undertake such a role.

Desired Learning Intentions

- Strengthen student understanding of leadership styles.
- Provide hands-on opportunities to practice leadership and collaborative problem solving skills (in a supportive, feedback-rich environment).
- Develop transferable leadership skills.

- To provide students with an understanding of the educational philosophy behind each of the Junior and Middle Years experiential programs.
- For students to develop an understanding of the roles, responsibilities and expectations of a student leader in Junior and Middle Years experiential programs.

Lester Seward Library

With the ever changing information and communication environment, the core goal of Lester Seward library is to work collaboratively with students and teachers to enable required school based outcomes. In order to achieve this goal the three major areas of focus are; working collaboratively with teachers, Learning Area Leaders and the curriculum heads to support the implementation of Information Communication Technologies into the curriculum; the promotion of reading and literacy through the use of initiative reading programs; and, provide assistance to students and staff in the information literacy process. This approach requires library services to be distributed throughout the learning experience of the school community, enabling the school to become a continual learning entity. This is achieved by digital library resources being available both internally and externally via AccessCGS across a range of devices.

The library is situated adjacent to the Buntine Quadrangle making it central for use by the Senior School. The physical space is heavily used by senior students during and outside of class time. Students utilise the space for private study and to work collaboratively with other students and staff. Teachers also make good use of the physical library spaces with both timetabled and casual booking available for classes. Teacher will also use the space to meet with students and other staff members.

All members of the School community are members of the library and are encouraged to borrow and make use of the available resources some of which are listed below:

1. Print and non-print materials

- Fiction including print, ebooks and eaudiobooks
- Non-fiction – with a particular focus to the School curriculum and general interest
- Online databases
- Digital reference collection
- Newspapers, print and digital
- Periodicals, print and digital
- DVDs online and digital programs

2. Equipment

- Digital cameras, still and video
- Data projectors and peripherals
- Video editing facilities
- Print and digital production facilities



Caulfield
grammar school

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