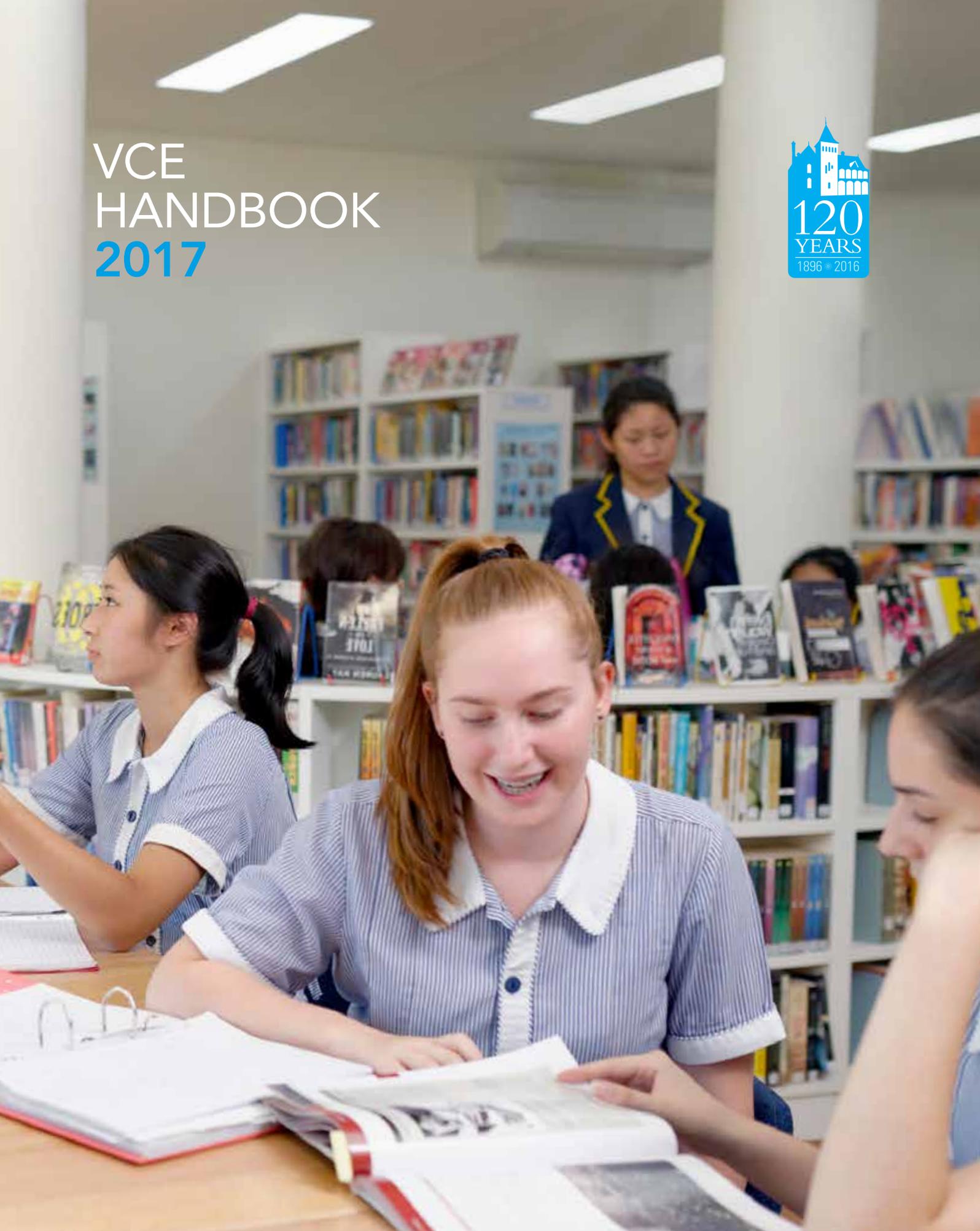


VCE HANDBOOK 2017



great things come from a small package

FINTONA

— Girls' School —

INTRODUCTION

This booklet is for students commencing VCE studies in 2017 and should be retained for reference until the end of Year 12.

STRUCTURE AND REQUIREMENTS OF THE VICTORIAN CERTIFICATE OF EDUCATION

Each VCE unit is numbered 1, 2, 3 or 4. Units 1 & 2 are usually studied in Year 11, although some students may have already completed some Units 1 & 2 in Year 10. Units 3 & 4 are normally studied in Year 12; however, some Units 3 & 4 may be studied by students in Year 11.

Units 1 & 2 of a subject may be done separately or as a sequence. Units 3 & 4 of all subjects must be done as a sequence and completed in the same year in order for the student to be awarded a Study Score.

The minimum requirement for the award of the VCE is satisfactory completion of 16 units, which must include at least three units from the English group, including a Unit 3/4 sequence. These units may be selected from English, English (EAL) or Literature, although it is not recommended that students study Literature without also doing English.

Students must also satisfactorily complete at least three other Unit 3/4 sequences.

YEAR 11

Students in Year 11 in 2017 will study English 1/2 or English (EAL) 1/2 and 5 other subjects. In general, it is considered a good idea to include one Unit 3/4 sequence in Year 11 as a means of getting used to the format of Unit 3/4 subjects and graded SACs (School Assessed course work).

YEAR 12

Students in Year 12 in 2017 will study English 3/4 or English (EAL) 3/4 and four other subjects. Higher Education Studies offered by the universities may be available for some students. These will incur an extra cost.

CHOICE OF STUDIES

Care should be taken to ensure that students entering Year 11 select studies for which they have an adequate foundation, which are within their capabilities and which form part of a two year VCE plan. Students should include in their choice any subjects which are prerequisites for tertiary courses in which they may be interested. At Fintona we try very hard to arrange subjects so that students' selections can be accommodated; however, it is not always possible for every student to do her first choice and some flexibility may be necessary.

TERTIARY ENTRY REQUIREMENTS

Each Unit 3/4 study will receive a result out of 50. The score which determines university entry, the ATAR, is arrived at by the addition of the scores for English, English (EAL) or Literature plus the next best three Unit 3/4 scores plus 10% of up to another two Unit 3/4 studies. A Higher Education Study may only count as the sixth subject. The prerequisite requirements for specific courses must also be met. Students are encouraged to discuss possible subject choices and tertiary courses with the School's careers practitioner and to access the wide range of information available on the various tertiary institutions' websites and the VTAC site.

www.vtac.edu.au

Lindy Grahn
VCE CO-ORDINATOR

E lgrahn@fintona.vic.edu.au
P 03 9880 4447

ACCOUNTING UNITS 1 & 2

UNIT 1 ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users.

AREAS OF STUDY

- Going into business.
 - Recording financial data and reporting accounting information.
-

LEARNING OUTCOMES

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

- Describe the resources required to set up a small business.
 - Explain and discuss the knowledge and skills necessary to set up a small business.
 - Identify and record financial data for a sole proprietor of a service business.
 - Report and explain accounting information for a sole proprietor of a service business.
-

ASSESSMENT

The award of satisfactory completion of this subject will be based on the student's ability to satisfy the learning outcomes to a satisfactory standard. School based assessment tasks will be designed to measure the performance of each outcome and a mark of A+ to E will be rewarded for successful completion.

UNIT 2 ACCOUNTING FOR A TRADING BUSINESS

This unit extends the accounting process for a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for a cash and credit transaction and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner as to how to improve the performance of the business.

AREAS OF STUDY

- Recording financial data and reporting accounting information.
 - ICT in accounting.
 - Evaluation of business performance.
-

LEARNING OUTCOMES

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

- Record financial data and report accounting information for a sole trader.
 - Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package.
 - Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.
-

ASSESSMENT

The award of satisfactory completion of this subject will be based on the student's ability to satisfy the learning outcomes to a satisfactory standard. School based assessment tasks will be designed to measure the performance of each outcome and a mark of A+ to E will be rewarded for successful completion.

UNIT 3 RECORDING AND REPORTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First out (FIFO) method is also used.

AREAS OF STUDY

- Recording of financial data.
 - Balance day adjustments and reporting and interpreting accounting information.
-

LEARNING OUTCOMES

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

- Identify and record financial data for a single activity sole trader using a double entry system.
 - Record balance day adjustments and prepare and interpret accounting reports.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination. School assessed course work for Unit 3 will contribute 25% to the study score.

UNIT 4 CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

AREAS OF STUDY

- Extension of recording and reporting.
 - Financial planning and decision making.
-

LEARNING OUTCOMES

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

- Record financial data using double entry accounting and report information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
 - Prepare budgets and variance reports.
 - Evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.
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ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination. School assessed course work for Unit 4 will contribute 25% to the study score and the end of year examination covering both Units 3 & 4 will contribute 50%.

ART UNITS 3 & 4

UNIT 1 ARTWORKS, EXPERIENCE & MEANING

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies, cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork.

In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

AREAS OF STUDY

- Artwork and meaning.
- Art making and meaning.

LEARNING OUTCOMES

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

- Analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.
- Present visual creative responses that demonstrate their personal interests and ideas.

ASSESSMENT

- Written responses supported by visual references.
 - A developmental folio of visual responses to a selection of set tasks.
 - Examination.
-

UNIT 2 ARTWORKS, IDEAS AND VALUES

With a focus on contemporary artistic practice, in this unit students examine the different ways that artists interpret and present social and personal issues in their artistic practice.

In student's own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural context and contemporary ideas and approaches to art have influenced their artwork.

AREAS OF STUDY

- Contemporary Artworks and culture.
- Art making and contemporary culture.

LEARNING OUTCOMES

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

- Analyse, interpret, compare and contrast artworks from different cultures using the Structural Framework, Cultural Framework and the Contemporary Framework.
- 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.

ASSESSMENT

- Written responses supported by visual references.
 - A folio of visual responses including at least one finished artwork.
 - Examination.
-

UNIT 3 ARTWORKS, IDEAS AND VALUES

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytic Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art to their practice, and apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

AREAS OF STUDY

- Interpreting art.
- Investigation and interpretation through art making.

LEARNING OUTCOMES

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

- Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
- Use the art process to produce at least one artwork, and use the Analytical framework to document and evaluate the progressive development and refinement of their artistic practice.

ASSESSMENT

Use the Analytical frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

UNIT 4 ART

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. 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. At the end of the unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

AREAS OF STUDY

- Discussing and debating art.
- Realisation and resolution.

LEARNING OUTCOMES

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

- Discuss and debate an art issue using selected artist's works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
- Have progressively communicated ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

ASSESSMENT

- School assessed task: Present a resolved body of work as detailed in the learning outcome.
- School assessed course work: Discuss and debate an art issue as detailed in the learning outcome.

School assessed course work for Unit 4 will contribute 10%. The school assessed task for Units 3 & 4 will contribute 50%. The level of achievement for Units 3 & 4 is also assessed by an end of year examination, which will contribute 30%.

BIOLOGY UNITS 1 & 2

UNIT 1 HOW DO LIVING THINGS STAY ALIVE?

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

AREAS OF STUDY

- How do organisms function?
 - How do living systems sustain life?
-

LEARNING OUTCOMES

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

- Investigate and explain how cellular structures and systems function to sustain life.
 - Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
 - Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.
-

ASSESSMENT

- Test and semester examination.
 - Practical work including an extended Practical Investigation related to the survival of an organism or species.
 - Written work including a Field Study Report.
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UNIT 2 HOW IS CONTINUITY OF LIFE MAINTAINED?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and social and ethical issues are examined.

AREAS OF STUDY

- How does reproduction maintain the continuity of life?
 - How is inheritance explained?
-

LEARNING OUTCOMES

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

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
 - Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
 - Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
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ASSESSMENT

- Test and semester examination
 - Practical work.
 - Written work including an investigation into, and communication of an issue related to genetics and/or reproductive science.
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UNIT 3 HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or micro-organisms. Students examine the key molecules and biochemical pathway involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

AREAS OF STUDY

- How do cellular processes work?
 - How do cells communicate?
-

LEARNING OUTCOMES

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

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
 - Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune systems cause disease.
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ASSESSMENT

- School assessed course work.
- End of year examination.

Students will maintain their own record of practical work, including a clear, concise report of each experiment. School assessed course work for Unit 3 will contribute 16% of the final assessment.

UNIT 4 HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

AREAS OF STUDY

- How are the species related?
 - How do humans impact on biological processes?
-

LEARNING OUTCOMES

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

- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
 - Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
 - Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
-

ASSESSMENT

- School assessed course work.
- End of year examination.

Students will maintain their own record of practical work, including a clear, concise report of each experiment. School assessed course work for Unit 4 will contribute 24% of the final assessment. The end of year examination covers both Units 3 & 4 and will contribute 60%.

CHEMISTRY UNITS 1 & 2

UNIT 1 HOW THE DIVERSITY OF MATERIALS CAN BE EXPLAINED

This unit has three areas of study within which students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

They use their knowledge of elements and atomic structure to explore and explain the relationships between the properties, structure and bonding forces within and between particles. Consideration is given to particles ranging from molecules and atoms to nanoparticles.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of nonmetallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Throughout the unit students use key chemical terms including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3 on a selected aspect of chemistry such as glass, nanotechnology or surfactants, which draws upon and extends the content from Area of Study 1 and/or Area of Study 2. This would include a compulsory excursion to Ecolinc or other relevant sites.

AREAS OF STUDY

- How knowledge of elements can explain the properties of matter.
 - How versatility of nonmetals can be explained.
 - Research investigation of the chosen chemical.
-

LEARNING OUTCOMES

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

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
 - Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
 - Investigate a question related to the development, use and/or modification of a selected material or aspect of chemistry and communication of a substantiated response to this question.
-

ASSESSMENT

- Practical work and written reports.
 - Topic tests and assignments.
 - Report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2 using an appropriate format, for example digital presentation, oral communication or written report.
 - Mid-year examination.
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UNIT 2 WHY WATER IS SUCH A UNIQUE MATERIAL

In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules which result in it being the most widely used solvent on Earth. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2. A compulsory excursion to Ecolinc or other relevant sites would form part of this investigation.

AREAS OF STUDY

- How substances interact with water.
 - How substances in water are measured and analysed.
 - Practical investigation into water quality involving posing a question, collecting appropriate primary qualitative and/or quantitative data, organising and interpreting the data and reaching a conclusion in response to a posed question.
-

LEARNING OUTCOMES

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

- Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
 - Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
 - Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.
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ASSESSMENT

- Practical work and written reports.
 - Topic tests and assignments.
 - Report on investigation of water quality.
 - End-of-year examination.
-

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. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. The electrochemical series is used to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

AREAS OF STUDY

- What are the options for energy production?
 - How can the yield of a chemical product be optimised?
-

LEARNING OUTCOMES

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

- compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
 - apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.
-

ASSESSMENT

There are two pieces of school assessed course work which contribute 16% to the final assessment. The types of tasks will be selected from a report of a laboratory investigation, analysis and evaluation of stimulus material, report of a student investigation or response to a set of structures questions.

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.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

AREAS OF STUDY

- How can the diversity of carbon compounds be explained and categorised?
 - What is the chemistry of food?
 - A student-designed or adapted practical investigation related to energy and/or food
-

LEARNING OUTCOMES

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

- compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
 - distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
 - design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
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ASSESSMENT

There are three pieces of school assessed course work which contribute 24% to the final assessment and an end of year examination covering Units 3 and 4 which contributes 60% to the final assessment. School assessed tasks will include a structured scientific poster and two other tasks selected from reports of laboratory investigations, analysis of data or response to stimulus material or structured questions.

ECONOMICS UNITS 1 & 2

UNIT 1 THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

AREAS OF STUDY

- Thinking like an economist.
- Decision making in markets.

LEARNING OUTCOMES

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

- Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

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.

School based assessment tasks will be designed to measure the performance of each outcome and there will be an examination at the end of the unit.

UNIT 2 CONTEMPORARY ECONOMIC ISSUES

In this unit students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They will also 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

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

LEARNING OUTCOMES

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

- Explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
- Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
- Explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

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.

School based assessment tasks will be designed to measure the performance of each outcome and there will be an examination at the end of the unit.

UNIT 3 AUSTRALIA'S ECONOMIC PROSPERITY

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

AREAS OF STUDY

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

LEARNING OUTCOMES

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

- Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
 - Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
 - Explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.
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ASSESSMENT

The student's level of achievement will be determined by school assessed course work. Outcome 1 will contribute 40%, Outcome 2 will contribute 30% and Outcome 3 will contribute 30% of the students overall result for Unit 3. School assessed course work for Unit 3 will contribute 25% to the study score.

UNIT 4 MANAGING THE ECONOMY

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students will also consider how the Australian Government utilises aggregate supply policies to manage the Australian economy.

AREAS OF STUDY

- Aggregate demand policies and domestic economic stability.
 - Aggregate supply policies.
-

LEARNING OUTCOMES

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

- Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
 - Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination. Outcome 1 will contribute 50% and Outcome 2 will contribute 50% of the students overall result for Unit 4. School assessed course work for Unit 4 will contribute 25% to the study score and the end of year examination covering both Units 3 & 4 will contribute 50%.

ENGLISH, ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND LITERATURE

UNITS 1 - 4 ENGLISH IN 2017

ENGLISH AND EAL (ONE ONLY) AND/OR LITERATURE

In Units 1 and 2, and in Units 3 and 4, students may study both English and Literature or make a choice between studying only English or Literature.

In Years 11 and 12, students must complete a minimum of four units comprised of a combination of Units 1 – 4.

For example, a student may study Units 1 and 2 Literature followed by Units 3 and 4 English. If a student wishes to study only Units 3 and 4 Literature in Year 12, it is advisable that she consults with the English Co-ordinator first.

ENGLISH and EAL: The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

LITERATURE: VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. Students develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

UNIT 1 ENGLISH AND EAL

AREAS OF STUDY

- **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.
- **Analysing and presenting arguments:** 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.

LEARNING OUTCOMES

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

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

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. Students are required to complete a variety of oral and written assessments and a written examination at the end of the semester.

UNIT 2 ENGLISH AND EAL

AREAS OF STUDY

- **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.
- **Analysing and presenting arguments:** 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. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance.

LEARNING OUTCOMES

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

- compare the presentation of ideas, issues and themes
- identify and analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

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. Students are required to complete a variety of oral and written assessments and a written examination at the end of the semester.

LITERATURE UNITS 1 & 2

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. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

AREAS OF STUDY

- **Reading practices:** In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.
 - **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. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.
-

LEARNING OUTCOMES

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

- Respond to a range of texts and reflect on influences shaping these responses.
 - Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.
-

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.

Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited time frame.

All assessments at Units 1 and 2 are school-based and include oral and written tasks and an end-of-semester written examination.

LITERATURE UNITS 1 & 2

UNIT 2 LITERATURE 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. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

AREAS OF STUDY

- **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. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
 - **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. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.
-

LEARNING OUTCOMES

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.
 - Compare texts considering the dialogic* nature of texts and how they influence each other (*relating to or in the form of dialogue).
-

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.

Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited time frame.

All assessments at Units 1 and 2 are school-based and include oral and written tasks and an end-of-semester written examination.

UNITS 3 ENGLISH AND EAL

AREAS OF STUDY

- **Reading and creating texts:** In this area of study students identify, discuss and analyse how the features of selected texts create meaning and suggest 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. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses.
 - **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. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.
 - **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. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities. Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners. This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker's views and attitudes and how these affect the structure and language of the spoken text.
-

LEARNING OUTCOMES

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.
 - 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.
 - **EAL ONLY:** On completion of this unit the student should be able to comprehend a spoken text.
-

ASSESSMENT

The student's level of achievement in Unit 3 will be determined by School-assessed course work, both oral and written.

School-assessed course work tasks are part of the regular teaching and learning program and are completed mainly in class and within a limited timeframe.

UNIT 4 ENGLISH AND EAL

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. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA.

AREAS OF STUDY

- **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. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based.
 - **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. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.
-

LEARNING OUTCOMES

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.
 - construct a sustained and reasoned point of view on an issue currently debated in the media.
-

ASSESSMENT

The student's level of achievement in Unit 4 will be determined by School-assessed course work and an external examination.

School-assessed course work tasks are part of the regular teaching and learning program and are completed mainly in class and within a limited time frame. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50%.

The EAL examination will comprise both an oral/listening and written component.

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.

AREAS OF STUDY

- **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. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.
 - **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. They develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.
-

LEARNING OUTCOMES

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.
 - respond creatively to a text and comment on the connections between the text and the response.
-

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.

The student's level of achievement in Unit 3 will be determined by School-assessed course work.

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

UNIT 4 INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

AREAS OF STUDY

- **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.
 - **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.
-

LEARNING OUTCOMES

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

- produce an interpretation of a text using different literary perspectives to inform their view.
 - analyse features of texts and develop and justify interpretations of texts.
-

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.

The student's level of achievement in Unit 4 will be determined by School-assessed course work.

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

FRENCH UNITS 1 & 2

UNIT 1 FRENCH

The focus of Units 1 & 2 French is to enable students to use French to communicate with others, to understand and appreciate the cultural contexts in which French is used, to understand their own cultures through the study of other cultures, to understand language as a system, to make connections between French and English and to apply French to work, further study, training or leisure.

AREAS OF STUDY

- Personal world: Family and immigration.
 - Education and life after school.
 - Historical perspective: Australians during the First World War in France.
 - Life Style: food in France.
-

LEARNING OUTCOMES

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

- Establish and maintain a spoken or written exchange related to personal areas of experience.
 - Listen to, read and obtain information from written and spoken texts.
 - Produce a personal response to a text focusing on a real or imaginary experience.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and there will be an examination at the end of the unit.

UNIT 2 FRENCH

AREAS OF STUDY

- Lifestyle: Role of women and fashion.
 - Technological issues.
 - Introduction to French literature: "Le Petit Prince".
-

LEARNING OUTCOMES

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

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
 - Listen to, read and extract and use information and ideas from written and spoken texts.
 - Give expression to real or imaginary experience in written or spoken forms.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and there will be an examination at the end of the unit.

UNIT 3 FRENCH

The focus of Units 3 & 4 French is to enable students to use French to communicate with others, to understand and appreciate the cultural contexts in which French is used, to understand their own cultures through the study of other cultures, to understand language as a system, to make connections between French and English and to apply French to work, further study, training or leisure.

AREAS OF STUDY

- Environment.
 - WW2.
 - French literature: Victor Hugo, Verlaine, Rimbaud, Prevert and Boris Vian.
-

LEARNING OUTCOMES

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

- Express ideas through the production of original texts.
 - Use information from spoken texts.
 - Exchange information, opinions and experiences.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome.

UNIT 4 FRENCH

AREAS OF STUDY

- French literature: Victor Hugo, Verlaine, Rimbaud, Prevert and Boris Vian.
 - The French Revolution and how it is affecting France today.
-

LEARNING OUTCOMES

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

- Analyse and use information from written texts.
 - Respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome. There will also be an oral and a written examination at the end of the unit.

GEOGRAPHY UNITS 3 & 4

UNIT 3 CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate the following three major processes that are changing land cover in many regions of the world, including the distribution and causes of these processes:

- Deforestation.
- Desertification.
- Melting glaciers and ice sheets.

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

AREAS OF STUDY

- Land use change.
 - Land cover change.
-

LEARNING OUTCOMES

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

- Analyse, describe and explain land use change and assess its impacts.
 - Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination.

UNIT 4 HUMAN POPULATION - TRENDS AND ISSUES

In this unit, students study the geography of human populations. They explore patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to these changes in different parts of the world. The study includes population growth models and examples from within and between countries with different social and economic conditions and social structures that illustrate the dynamics of population.

AREAS OF STUDY

- Population dynamics.
 - Population issues and challenges.
-

LEARNING OUTCOMES

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

- Analyse, describe and explain population dynamics on a global scale.
 - Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination.

UNIT 3 AUSTRALIA'S HEALTH

In this unit, students develop an understanding of the health status of Australians. The National Health Priority Areas are researched and the health status of various subgroups of the population is assessed. Students examine different models of health and health promotion, as well as the role of government and non-government organisations in providing programs and support for the promotion of health in Australia. Funding for Australia's health system is investigated and students gain knowledge of several government funded schemes such as Medicare and the Pharmaceutical Benefits Scheme.

AREAS OF STUDY

- Understanding Australia's health.
 - Promoting health in Australia.
-

LEARNING OUTCOMES

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

- Compare the health status of Australia's population with other developed countries, explain variations in the health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.
 - Discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.
-

ASSESSMENT

The student's level of achievement in Unit 3 will be determined by school assessed course work, which will contribute 25% to the final study score.

UNIT 4 GLOBAL HEALTH AND HUMAN DEVELOPMENT

In this unit, students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians.

Students explore the role of international organisations in achieving sustainable improvements in health and human development.

AREAS OF STUDY

- Introducing global health and human development.
 - Promoting global health and human development.
-

LEARNING OUTCOMES

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

- Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations Millennium Goals.
 - Describe and evaluate programs implemented by international and Australian government and nongovernment organisations and analyse the interrelationships between health, human development and sustainability.
-

ASSESSMENT

The student's level of achievement in Unit 4 will be determined by school assessed course work which will contribute 25% to the final study score.

UNIT 3 PHYSICAL ACTIVITY: PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

In this unit, students use subjective and objective methods for assessing physical activity and sedentary levels. Students analyse data in relation to the Australia's Physical Activity and Sedentary Behaviour Guidelines and apply the social-ecological model to a range of Australian strategies designed to promote participation in regular physical activity. Students investigate the contribution of energy systems to performance in physical activity and explore the multi-factorial causes of fatigue.

AREAS OF STUDY

- Monitoring and promotion of physical activity.
 - Physiological responses to physical activity.
-

LEARNING OUTCOMES

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

- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the Australia's Physical Activity and Sedentary Behaviour Guidelines.
 - Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.
-

ASSESSMENT

The student's level of achievement in Unit 3 will be determined by school assessed course work which will contribute 25% to the final study score.

UNIT 4 ENHANCING PERFORMANCE

In this unit, students focus on the components of fitness and assessment of fitness from a physiological perspective. They consider the manner in which fitness can be improved by the application of appropriate training principles and methods.

Students explore nutritional, physiological and psychological strategies used to enhance performance. Students also examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Nutritional, physiological and psychological practices used to promote recovery are also investigated.

AREAS OF STUDY

- Planning, implementing and evaluating a training program.
 - Performance enhancement and recovery practices.
-

LEARNING OUTCOMES

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

- Plan, implement and evaluate training programs to enhance specific fitness components.
 - Analyse and evaluate strategies designed to enhance performance or promote recovery.
-

ASSESSMENT

The student's level of achievement in Unit 4 will be determined by school assessed course work which will contribute 25% to the final study score. The learning outcomes for both Units 3 & 4 will be assessed in the end of year examination, which will contribute 50% to the final study score.

HISTORY UNITS 1 & 2

UNIT 1 TWENTIETH CENTURY HISTORY 1918-1939

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. The post World War One treaties ushered in a period where the world was reshaped with new borders, movements, ideologies and power structures which emerged in Europe, the USA, Asia, Africa and the Middle East. While the 1920s were largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship which led to the emergence of new political movements.

Cultural expression of the time both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread. Students consider the way in which nations responded to the political, economic and social changes during this period and how these events affected people's lives.

AREAS OF STUDY

- Ideology and conflict.
- Social and cultural change.

LEARNING OUTCOMES

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

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

ASSESSMENT

The student's level of achievement will be determined by course work tasks such as analysis of primary sources, research tasks and essays and an examination.

UNIT 2 TWENTIETH CENTURY HISTORY 1945-2000

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Students also explore the causes and impacts of significant political and social movements such as the American Civil Rights Movement and conflicts in the Middle East.

AREAS OF STUDY

- Ideology and conflict.
- Challenge and change.

LEARNING OUTCOMES

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

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

ASSESSMENT

The student's level of achievement will be determined by course work tasks such as analysis of primary sources, research tasks and essays and an examination.

UNIT 3 REVOLUTIONS

This unit focuses on the Russian Revolution of October 1917. Students analyse the long-term causes and short-term triggers of revolution, including significant events, ideas such as Marxism, individuals such as Tsar Nicholas II and Lenin, and popular movements such as the Bolsheviks and Mensheviks, and assess how these were directly or indirectly influenced by social, political, economic and cultural conditions. Students consider the consequences of the revolution and evaluate the success of the new regime's responses to these challenges between 1917 and 1927. They evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power and the degree of change brought to the new society.

AREAS OF STUDY

- Causes of revolution.
 - Consequences of revolution.
-

LEARNING OUTCOMES

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

- Analyse the causes of the Russian Revolution of October 1917, and evaluate the contribution of significant ideas, events, individuals and popular movements.
 - Analyse the consequences of the Russian Revolution (1917- 1927) and evaluate the extent of change brought to society.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination.

UNIT 4 REVOLUTIONS

This unit focuses on the French Revolution of 1789. Students examine the interplay of significant events, ideas, individuals and popular movements in the lead up to the outbreak of revolution. These include noble privileges, peasant grievances, the calling of the Estates General and their regulation, the ideas to emerge from the Enlightenment, the role of individuals such as Louis XVI and Marie Antoinette, Duc d'Orléans and Marquis de Lafayette, and popular movements such as the storming of the Bastille and the 'Great Fear'. Students also evaluate attempts to consolidate power by the post-revolution regime up until 1795, including the policy of 'terror until peace'. Students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, in evaluating the consequences of the revolution.

AREAS OF STUDY

- Causes of revolution.
 - Consequences of revolution.
-

LEARNING OUTCOMES

On completion of this unit students should be able to:

- Analyse the causes of the French Revolution 1789, and evaluate the contribution of significant ideas, events, individuals and popular movements.
 - Analyse the consequences of the French Revolution (1789- 1795) and evaluate the extent of change brought to society.
-

ASSESSMENT

The student's level of achievement will be determined by school assessed course work and an end of year examination.

INDONESIAN UNITS 1 & 2

UNIT 1 INDONESIAN

The focus of Units 1 & 2 Indonesian is to enable students to use Indonesian to communicate with others, to understand and appreciate the cultural contexts in which Indonesian is used, to understand their own cultures through the study of other cultures, to understand language as a system, to make connections between Indonesian and English and to apply Indonesian to work, further study, training or leisure.

AREAS OF STUDY

- Young people and their relationships.
 - Leisure pursuits of people in Indonesia (traditional and modern).
 - The healthy body.
 - Aspirations and the world of work.
-

LEARNING OUTCOMES

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

- Establish and maintain a spoken or written exchange related to personal areas of experience.
 - Listen to, read and obtain information from written and spoken texts.
 - Produce a personal response to a text focusing on a real or imaginary experience.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 2 INDONESIAN

AREAS OF STUDY

- Travelling to Indonesia.
 - The importance of cross cultural exchange.
 - Kartini and the education of girls.
-

LEARNING OUTCOMES

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

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
 - Listen to, read and extract and use information and ideas from spoken and written texts.
 - Give expression to real or imaginary experience in written or spoken form.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

INDONESIAN UNITS 3 & 4

UNIT 3 INDONESIAN

The focus of Units 3 & 4 Indonesian is to enable students to use Indonesian to communicate with others, to understand and appreciate the cultural contexts in which Indonesian is used, to understand their own cultures through the study of other cultures, to understand language as a system, to make connections between Indonesian and English and to apply Indonesian to work, further study, training or leisure.

AREAS OF STUDY

- Customs and traditions.
 - Impact of westernisation on lifestyle in Indonesia.
 - Urbanisation and its impact on lifestyle.
-

LEARNING OUTCOMES

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

- Express ideas through the production of original texts.
 - Analyse and use information from spoken texts.
 - Exchange information, opinions and experiences.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome.

UNIT 4 INDONESIAN

AREAS OF STUDY

- Environmental issues.
 - Detailed study.
-

LEARNING OUTCOMES

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

- Analyse and use information from written texts.
 - Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian speaking communities.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome. There will be an oral and a written examination at the end of the semester.

JAPANESE UNITS 1 & 2

UNIT 1 JAPANESE

The focus of Units 1 & 2 is using Japanese to communicate with others, understanding and appreciating the cultural contexts in which Japanese is used, understanding one's own culture through the study of other cultures, understanding language as a system, making connections between Japanese and English and applying Japanese to work, further study, training or leisure.

AREAS OF STUDY

- Myself, my family.
 - Home and friends.
 - Daily routine.
 - Neighbourhood.
-

LEARNING OUTCOMES

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

- Establish and maintain a spoken or written exchange related to personal areas of experience.
 - Listen to, read and obtain information from written and spoken texts.
 - Produce a personal response to a text focusing on real or imaginary experiences.
-

ASSESSMENT

School based assessment tasks will be designed to measure the student's level of achievement for each outcome and will be graded A+ to E.

UNIT 2 JAPANESE

AREAS OF STUDY

- School life.
 - Shopping and eating out.
 - Leisure.
 - Traditions and culture.
-

LEARNING OUTCOMES

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

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
 - Listen to, read, extract and use information and ideas from spoken and written texts.
 - Give expression to real or imaginary experiences in written or spoken form.
-

ASSESSMENT

School based assessment tasks will be designed to measure the student's level of achievement for each outcome and will be graded A+ to E.

JAPANESE UNITS 3 & 4

UNIT 3 JAPANESE

The focus of Units 3 & 4 is using Japanese to communicate with others, understanding and appreciating the cultural contexts in which Japanese is used, understanding one's own culture through the study of other cultures, understanding language as a system, making connections between Japanese and English and applying Japanese to work, further study, training or leisure.

AREAS OF STUDY

- Planning a trip – accommodation, reservations and attractions.
 - Travelling in Japan – transport, tickets and holidays.
 - Future aspirations and work – careers using Japanese.
 - Issues – the environment, society and technology.
-

LEARNING OUTCOMES

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

- Express ideas through the production of original texts.
 - Analyse and use information from spoken texts.
 - Exchange information, opinions and experiences.
-

ASSESSMENT

School based assessment tasks will be designed to measure the student's level of achievement for each outcome and will be graded A+ to E.

UNIT 4 JAPANESE

AREAS OF STUDY

- Chosen topics related to the student's detailed study in the area of contemporary culture in Japan.
-

LEARNING OUTCOMES

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

- Analyse and use information from written texts.
 - Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese speaking communities.
-

ASSESSMENT

School based assessment tasks will be designed to measure the student's level of achievement for each outcome. There will be an oral and a written examination at the end of the year.

UNIT 1 CRIMINAL LAW IN ACTION

Students examine the need for laws in society. Key features include: how criminal law is enforced, adjudicated, possible outcomes and the impacts of crime. Through a consideration of contemporary cases and issues, students learn about types of crimes, explore rights and responsibilities and also consider the role of parliament and subordinate authorities in law-making and the impact of the Victorian Charter of Rights and Responsibilities.

AREAS OF STUDY

- Law in society.
 - Criminal law.
 - The criminal courtroom.
-

LEARNING OUTCOMES

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

- Explain the need for effective laws and describe the main sources and types of law in society.
 - Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
 - Describe the processes for the resolution of criminal cases and discuss their capacity to achieve justice.
-

ASSESSMENT

Assessment tasks will be selected from: structured assignments, essays, mock courts or role-plays, folios and reports, case studies, tests and a report (written, visual, oral and multimedia).

There will be an examination at the end of each unit.

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 2 ISSUES IN CIVIL LAW

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system. As well as the judicial procedure to resolve civil disputes, the unit also investigates alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

AREAS OF STUDY

- Civil law.
 - Civil law in action.
 - The law in focus.
 - A question of rights.
-

LEARNING OUTCOMES

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

- Explain the principles of civil law, law-making by courts and elements of torts and apply these to relevant cases.
 - Explain and evaluate the processes for the resolution of civil disputes.
 - Explain one or more areas of civil law and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law.
 - Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights on the individuals.
-

ASSESSMENT

Assessment tasks will be selected from: structured assignments, essays, mock courts or role-plays, folios and reports, case studies, tests and a report (written, visual, oral and multimedia).

There will be an examination at the end of each unit.

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 3 LAW-MAKING

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of law-making bodies and the processes used to influence change and reform.

AREAS OF STUDY

- Parliament and the citizen.
 - Constitution and the protection of rights.
 - Role of the courts.
-

LEARNING OUTCOMES

- Explain the structure and role of parliament including its processes and effectiveness as a law-making body, describe why legal change is needed and the means by which such change can be influenced.
 - Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
 - Describe the role and operation of courts in law-making, evaluate their effectiveness and discuss their relationship with parliament.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance on each outcome. There will also be an end of year examination worth 50% of the study score.

UNIT 4 RESOLUTION AND JUSTICE

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution, with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pretrial and trial processes and procedures which operate within the Victorian Legal System. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution.

In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

AREAS OF STUDY

- Dispute resolution methods.
 - Court processes and procedures and engaging in justice.
-

LEARNING OUTCOMES

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

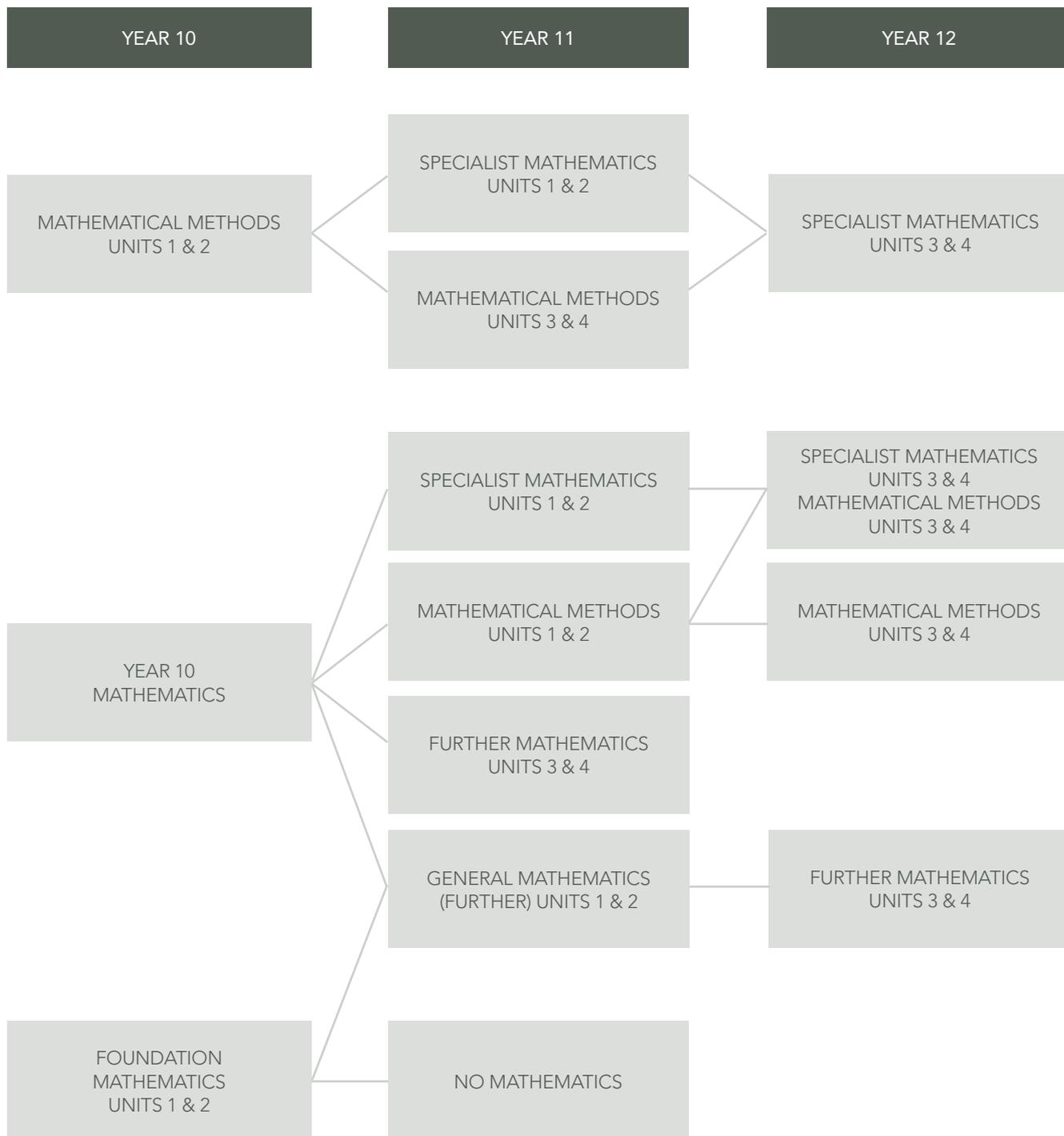
- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
 - Explain the processes and procedures for the resolution of criminal cases and civil disputes and evaluate their operation and application and evaluate the effectiveness of the legal system.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance on each outcome. There will also be an end of year examination worth 50% of the study score.

POSSIBLE MATHEMATICAL PATHWAYS AT VCE



NOTE

- Progression along a pathway is dependant upon demonstration of a thorough understanding of the previous course.
- Mathematical Methods Units 3 & 4 is required to study Specialist Mathematics Units 3 & 4

GENERAL MATHEMATICS (FURTHER) UNITS 1 & 2

UNITS 1 & 2 GENERAL MATHEMATICS (FURTHER)

The focus of this unit is practical applications of mathematics. It provides a sound basis for students intending to study Further Mathematics Units 3 & 4.

AREAS OF STUDY

- Algebra and structure.
 - Arithmetic and number.
 - Discrete mathematics.
 - Geometry, measurement and trigonometry.
 - Graphs of linear and nonlinear relations.
 - Statistics.
-

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for a unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

FURTHER MATHEMATICS UNITS 3 & 4

UNITS 3 & 4 FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

AREAS OF STUDY

- Core material 'Data analysis' and 'Recursion and financial modelling'.
 - Applications comprises two modules to be completed in their entirety, from a selection of four possible modules to be decided by the school: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.
-

LEARNING OUTCOMES

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

- Define and explain key concepts and apply related mathematical techniques and models as specified in the Areas of Study in routine contexts.
 - Select and apply the mathematical concepts, models and techniques as specified in Areas of Study in a range of contexts of increasing complexity.
 - Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

The student's level of achievement will be determined by school assessed course work and end of year examinations.

School assessed course work for Units 3 & 4 will contribute 34% to the final assessment. The two end of year examinations will contribute 66% to the final assessment.

UNITS 1 & 2 SPECIALIST MATHEMATICS

The focus of this unit is the provision of a rigorous and thorough background for those students intending to study both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4.

AREAS OF STUDY

- Algebra and structure.
- Arithmetic and number.
- Discrete mathematics.
- Geometry, measurement and trigonometry.
- Graphs of linear and nonlinear relations.
- Statistics.

LEARNING OUTCOMES

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

- Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts including situations requiring problem solving, modelling or investigative techniques or approaches and analyse and discuss these applications of mathematics.
- Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

ASSESSMENT

The award of satisfactory completion for each of these units will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNITS 1 & 2 MATHEMATICAL METHODS

The focus of this unit is the provision of a closely sequenced development of material intended particularly as preparation for Mathematical Methods (CAS) Units 3 & 4.

AREAS OF STUDY

- Functions and graphs.
- Algebra.
- Rates of change and calculus.
- Probability and statistics.

LEARNING OUTCOMES

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

- Define and explain key concepts as specified in the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts including situations requiring problem solving, modelling or investigative techniques or approaches and analyse and discuss these applications of mathematics.
- Select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

ASSESSMENT

The award of satisfactory completion for each of these units will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

**UNITS 3 & 4
MATHEMATICAL METHODS**

Mathematical Methods Units 3 & 4 is a fully prescribed course with a calculus emphasis. The focus of the course is to provide an appropriate foundation for further studies in courses such as Science, Commerce, Engineering and Medicine.

Assumed knowledge is contained in and will be drawn from Mathematical Methods Units 1 & 2.

AREAS OF STUDY

- Functions and graphs.
 - Calculus.
 - Algebra.
 - Probability and statistics.
-

LEARNING OUTCOMES

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

- Define and explain key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures.
 - Apply mathematical processes in non-routine contexts including situations requiring problem solving, modelling or investigative techniques or approaches and analyse and discuss these applications of mathematics.
 - Select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.
-

ASSESSMENT

The award of satisfactory completion for each of these units will be based on the achievement of the set of outcomes. The student’s level of achievement will be determined by school assessed course work and end of year examinations. School assessed course work for Units 3 & 4 will contribute 34% to the final assessment. Two end of year examinations will contribute 66% to the final assessment.

**UNITS 3 & 4
SPECIALIST MATHEMATICS**

Specialist Mathematics Units 3 & 4 are intended for those with strong interests and abilities in mathematics and for those who wish to undertake further study in mathematics and related disciplines. The focus of these units is to highlight mathematics structure and proof and to extend and develop material from Mathematical Methods Units 3 & 4.

AREAS OF STUDY

- Functions and graphs.
 - Algebra.
 - Calculus.
 - Vectors.
 - Mechanics.
 - Probability and statistics.
-

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for each of these units will be based on the achievement of the set of outcomes. The student’s level of achievement will be determined by school assessed course work and end of year examinations. School assessed course work for Units 3 & 4 will contribute 34% to the final assessment. Two end of year examinations will contribute 66% to the final assessment.

MUSIC PERFORMANCE UNITS 1 & 2

UNIT 1 MUSIC PERFORMANCE

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works, study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges and devise technical work to address these challenges. They perform previously unseen music and develop skills in aural comprehension, theory and analysis.

AREAS OF STUDY

- Performance.
 - Performance technique.
 - Musicianship.
-

LEARNING OUTCOMES

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

- Prepare and perform a practised program of group and solo works.
 - Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
 - Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.
-

ASSESSMENT

The awarding of satisfactory completion for this unit is based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 2 MUSIC PERFORMANCE

This unit focuses on further developing performance and musicianship skills. Students present performances of selected group and solo music works, study the works of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges and devise technical work to address these challenges. They perform previously unseen music and develop skills in aural comprehension, theory and analysis. Students also devise an original composition or improvisation.

AREAS OF STUDY

- Performance.
 - Performance technique.
 - Musicianship.
 - Organisation of sounds.
-

LEARNING OUTCOMES

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

- Prepare and perform a musically engaging program of group and solo works.
 - Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
 - Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
 - Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
-

ASSESSMENT

The awarding of satisfactory completion for this unit is based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

MUSIC PERFORMANCE UNITS 3 & 4

UNIT 3 MUSIC PERFORMANCE

This unit prepares students to present convincing performances of contrasting group and solo works. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

AREAS OF STUDY

- Performance.
 - Performance technique.
 - Musicianship.
-

LEARNING OUTCOMES

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.
 - Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
 - Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in prerecorded works.
-

ASSESSMENT

Satisfactory completion for this unit is based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 4 MUSIC PERFORMANCE

The unit prepares students to present convincing performances of contrasting group and solo works. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

AREAS OF STUDY

- Performance.
 - Performance technique.
 - Musicianship.
-

LEARNING OUTCOMES

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.
 - Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
 - Re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in prerecorded works.
-

ASSESSMENT

Satisfactory completion for this unit is based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks. At the end of the year there are also two externally assessed examinations; one written examination and one performance examination.

UNIT 1 WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

This unit focuses on how physics explains phenomena which may include the very large (Universe) and the very small (subatomic particles). The energy changes associated with each topic will be identified and evaluated. The study of thermodynamics will consider various heating processes as well as the concepts of temperature, energy changes and work done by heat energy. These concepts are applied to the environmental impacts on the Earth's thermal systems; in particular, the enhanced greenhouse effect. In the study of matter, the currently accepted theory of how the universe was formed is examined and this theory is used to explain the origins of atoms, time and space. The structure of the atom and subatomic particles are studied in depth by examining the various forces within a nucleus and the energy changes associated with nuclear reactions. The use of radioactive materials in everyday life are considered as well as safety precautions for these uses. In the study of current electricity simple circuits will be analysed in contexts of battery operated DC devices, household electricity, and students will investigate the properties of various electronic transducers. Basic principles of electrical safety are developed through the study of household safety mechanisms and the effect of current on humans.

AREAS OF STUDY

- How can thermal effects be explained?
 - How do electric circuits work?
 - What is matter and how is it formed?
-

LEARNING OUTCOMES

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

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
 - Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
 - 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, the forces within the nucleus and how energy is derived from the nucleus.
 - Students undertake quantitative investigations involving at least one independent, continuous variable and write reports using Word and Excel.
-

ASSESSMENT

- Tests.
 - Practical Reports.
 - Assignments.
 - Examinations.
-

UNIT 2 WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit students study the role that experiments play in developing models and theories in Physics. Students make direct observations of physics principals and consider how phenomena that may not be directly observable can be explored through indirect observations. In the motion unit students will describe and analyse graphically, numerically and algebraically the motion of an object and explore the effects of balanced and unbalanced forces. They will use the concepts of energy transfers and transformations to further explain how objects move.

The optional topic for 2017 will be selected from the following:

- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How is radiation used to maintain human health?
- How can human vision be enhanced?

This unit also requires the student to design and conduct a practical investigation on a topic that has been studied in Unit 1 or 2. From the result that they collect, students will analyse and evaluate the data as well as consider the impact that error may have on the validity of their results. They will also consider safe practice in the performance of their investigation.

AREAS OF STUDY

- How can motion be described and explained?
 - Optional topic.
 - Practical investigation.
-

LEARNING OUTCOMES

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

- Investigate, analyse and mathematically model the motion in the earth's gravity field.
 - Consider the principles of Physics in the selected option and apply these principles to applications in the community.
 - Use scientific research methodologies to devise and carry out a practical investigation.
 - Perform experiments and write reports using Word and Excel.
-

ASSESSMENT

- Tests.
 - Practical reports.
 - Assignments.
 - Examination.
 - A report of an extended practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
-

UNIT 3 HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this area of study students examine the similarities and differences between three force fields: gravitational, electric and magnetic. Field models are used in Physics to explain the motion of objects when there is no apparent contact between the objects. They explore how positions in a field determine the potential energy of an object and the force on an object. Students use Newton's laws to investigate motion in one and two dimensions; to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass. Using their concepts of electric fields students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electric motors work, electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems and to the working of particle accelerators.

AREAS OF STUDY

- How do things move without contact?
 - How are fields used to move electrical energy?
 - How fast can things go?
-

LEARNING OUTCOMES

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

- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
 - Analyse and evaluate an electricity generation and distribution system
 - Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions
 - Explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.
-

ASSESSMENT

- School-assessed course work for Unit 3 will contribute 21% to the study score.
 - End of year examination.
-

UNIT 4 HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

AREAS OF STUDY

- How can waves explain the behaviour of light?
 - How are light and matter similar?
 - Practical investigation.
-

LEARNING OUTCOMES

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

- Describe transfers of using energy waves.
 - Apply wave concepts to analyse, interpret and explain the behaviour of light.
 - Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
 - Design and undertake a practice investigation related to waves or fields of motion, and present methodologies, findings and conclusions in a scientific poster.
-

ASSESSMENT

- School-assessed course work for Unit 4 will contribute 19% to the study score.
 - End of year examination 60%.
 - A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4. The findings of the investigation are presented in a scientific poster format.
-

UNIT 3 HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

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 the mechanisms of learning and memory lead to the acquisition of knowledge, the development of new capabilities 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 memory and learning.

AREAS OF STUDY

- How does the nervous system enable psychological functioning?
 - How do people learn and remember?
-

LEARNING OUTCOMES

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

- Explain how the structure and function of the nervous system enables a person to interact with the external world and analyse the ways in which stress can affect nervous system functioning.
 - Apply biological and psychological explanations for 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.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and will contribute 16% of the final assessment.

UNIT 4 BRAIN, BEHAVIOUR AND EXPERIENCE

In this unit students examine the nature of consciousness and how it changes in the 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 a 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 to the development of an individual's mental functioning and wellbeing.

AREAS OF STUDY

- How do levels of consciousness affect mental processes and behaviour?
 - What influences mental wellbeing?
 - Practical investigation.
-

LEARNING OUTCOMES

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

- Explain consciousness as a continuum, compare theories about purpose and the nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
 - Explain the concepts of mental health and mental illness including the influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of a specific phobia, and explain psychological basis of strategies that contribute to mental wellbeing.
 - Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.
-

ASSESSMENT

The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes.

School based assessment tasks will be designed to measure the performance of each outcome and will contribute 24% of the final assessment. The end of year examination covering both Units 3 & 4 will contribute 60%.

THEATRE ARTS

The Drama department at Fintona offers two subjects at VCE level 3 & 4 – Theatre Studies and Drama. The two subjects alternate on a yearly basis.

Theatre Studies involves the study and interpretation of written play scripts. Students focus their studies on either acting and direction or on the design and creation of stagecraft such as set design, costume, makeup, sound and props. In Unit 3, students collaborate on the production and performance of a play written by a recognised playwright. In Unit 4, students either produce and perform a monologue from a prescribed play or produce and present stagecraft elements such as costumes and set designs for a prescribed play.

Drama is a performance-based subject that focuses on the creation and writing of original pieces of non-naturalistic theatre. In Unit 3, students work in a collaborative ensemble to write and produce their own play. In Unit 4, students write, rehearse and perform solo performances based on given stimuli.

Both Theatre Studies and Drama require students to watch, analyse and evaluate professional theatrical productions. Both subjects have a written examination at the end of the year. All drama students have a performance examination at the beginning of Term 4. Theatre Studies students can elect to do either a performance examination or a stagecraft presentation.

Theatre Studies should appeal particularly to students who enjoy theatre, visual arts, reading and analysing the written word. It requires a rigorous approach to researching theatrical, cultural and historical contexts. Theatre Studies will be rewarding for anyone who enjoys the challenge of performing well written texts and characters or in designing and creating the stagecraft required to support such productions.

Drama should appeal particularly to students who enjoy creating their own works and want to develop their writing and acting skills and techniques. It requires a rigorous approach to the arts of writing and performing and in the study of theatre styles and practitioners. Drama will be rewarding for anyone who enjoys the challenge of expressing their own ideas in theatrical form.

Some students have found it valuable to study Theatre Studies one year and Drama the next. The disciplines of each subject support the other. This is why Fintona offers both subjects in alternate years.

In 2017, Fintona is offering Theatre Studies at VCE level 3 & 4.

UNIT 3 PLAY SCRIPT INTERPRETATION

This unit focuses on the interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. One of these may be acting but it is no longer a requirement of the course that all students perform. Students develop the knowledge to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts. Students also attend and analyse a professional performance selected from the prescribed VCE playlist.

AREAS OF STUDY

- Production process.
 - Theatrical interpretation.
 - Production analysis.
-

LEARNING OUTCOMES

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

- Apply stagecraft to interpret a play script for performance to an audience.
 - Document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.
 - Analyse and evaluate the interpretation of a written play script in production to an audience.
-

ASSESSMENT

School assessed course work for Unit 3 will contribute 30%. The level of achievement for Units 3 & 4 is also assessed by an end of year stagecraft examination, which will contribute 25%, and an end of year written examination, which will contribute 30%.

UNIT 4 PERFORMANCE INTERPRETATION

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the VCAA 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 selected areas of stagecraft to realise their interpretation. Students focus on Acting and Direction or Design (costume, set, sound, props etc.). Students' study is supported through an analysis of a professional performance they attend, which is selected from the prescribed VCE playlist.

AREAS OF STUDY

- Monologue interpretation.
 - Scene interpretation.
 - Performance analysis.
-

LEARNING OUTCOMES

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

- Interpret a monologue from a play script and justify their interpretive decisions.
 - Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.
 - Analyse and evaluate acting in a production.
-

ASSESSMENT

School assessed course work for Unit 4 will contribute 15%. The level of achievement for Units 3 & 4 is also assessed by an end of year stagecraft examination, which will contribute 25%, and an end of year written examination, which will contribute 30%.

DRAMA UNITS 3 & 4

UNIT 3 DEvised NON-NATURALISTIC ENSEMBLE PERFORMANCE

This unit focuses on non-naturalistic devised ensemble drama. Students explore performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. They document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Playlist.

AREAS OF STUDY

- Devising and presenting non-naturalistic ensemble performance.
 - Responding to devised ensemble performances.
 - Analysing non-naturalistic performance.
-

LEARNING OUTCOMES

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

- Develop and present character/s within a devised non-naturalistic ensemble performance.
 - Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
 - Analyse and evaluate a non-naturalistic performance.
-

ASSESSMENT

School assessed course work for Unit 3 will contribute 30%. The level of achievement for Units 3 & 4 is also assessed by an end of year performance examination, which will contribute 35%, and an end of year written examination, which will contribute 25%.

UNIT 4 NON-NATURALISTIC SOLO PERFORMANCE

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

AREAS OF STUDY

- Working with stimulus material.
 - Devising a non-naturalistic solo performance.
 - Analysing devised non-naturalistic solo performance.
-

LEARNING OUTCOMES

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

- Devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
 - Create, develop and perform a non-naturalistic drama solo in response to a prescribed structure
 - Analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.
-

ASSESSMENT

School assessed course work for Unit 4 will contribute 10%. The level of achievement for Units 3 & 4 is also assessed by an end of year performance examination, which will contribute 35%, and an end of year written examination, which will contribute 25%.

VISUAL COMMUNICATION DESIGN

Visual Communication Design examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

All four units of study rely on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the importance of developing a variety of drawing skills to visualise thinking is emphasised.

Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications.

Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process.

Throughout the study, students explore manual and digital methods to develop and refine presentations.

UNIT 1 INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

AREAS OF STUDY

- Drawing as a means of communication.
 - Design elements and design principles.
 - Visual communication design in context.
-

LEARNING OUTCOMES

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

- Apply and use manual and/or digital drawing methods that are suitable for the purposes of observation, visualisation and presentation.
 - Apply three-dimensional drawing methods to represent the form and structure of objects and ability to render surfaces and forms.
 - Apply design thinking techniques to generate alternative ideas and reflect on their suitability.
 - Use a selected range of production methods, media and materials appropriate to visual communication purposes.
 - Refine and present visual communications to meet their stated purposes through the use of a range of digital and manual production methods appropriate to the visual communication.
 - Develop understanding of the purposes of visual communications such as to advertise, promote, depict, teach, inform, identify and guide.
 - Develop an awareness of the social and cultural factors that influence the design of visual communications, such as religion, community values and politics.
-

ASSESSMENT

- A developmental folio of written and visual responses to a series of set tasks.
 - A series of written responses supported by visual references.
 - Examination.
-

VISUAL COMMUNICATION DESIGN UNIT 2

UNIT 2 APPLICATIONS OF VISUAL COMMUNICATION DESIGN

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. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

AREAS OF STUDY

- Technical drawing in context.
 - Type and imagery.
 - Applying the design process.
-

LEARNING OUTCOMES

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

- Apply drawing methods that are suitable for presentation drawings in the selected field.
 - Select and apply technical drawing conventions used with presentation drawings.
 - Identify the connections between past and contemporary typography.
 - Generate ideas and reflect on suitability of conceptual options.
 - Select and creatively use appropriate media, materials, methods, presentation formats and conventions to suit communication purposes.
 - Discuss and apply practices that fulfil legal obligations with respect to copyright law.
-

ASSESSMENT

- A folio of written and visual responses to a teacher directed design brief.
 - A series of written responses supported by visual references.
 - Examination.
-

UNIT 3 DESIGN THINKING AND PRACTICE

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

AREAS OF STUDY

- Analysis and practice in context.
 - Design industry practice.
 - Developing a brief and generating ideas.
-

LEARNING OUTCOMES

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

- Analyse existing visual communications in terms of their key features.
 - Make and document design decisions that are informed by the analysis of existing visual communications.
 - Select and apply drawing methods and drawing conventions appropriate to different purposes, audiences and contexts.
 - Discuss the roles and relationships between clients, designers and specialists.
 - Discuss how design decisions are influenced by a range of factors.
 - Develop a range of methods for recording and developing ideas, observations and research.
-

ASSESSMENT

- Create and document a series of visual communications in response to given stimuli.
 - Discuss in the form of written or visual report how visual communications are designed and produced in the design industry.
 - Prepare a brief, and produce a folio of explorations and ideas relevant to the aims of the brief.
-

VISUAL COMMUNICATION DESIGN UNIT 4

UNIT 4 DESIGN DEVELOPMENT AND PRESENTATION

The focus of this unit is to develop design concepts. Students are required to prepare two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief.

They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

AREAS OF STUDY

- Development of design concepts.
 - Final presentations.
 - Evaluation and explanation.
-

LEARNING OUTCOMES

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

- Develop different methods for visualising and producing concepts as a means of meeting the needs of target audiences.
 - Develop awareness of trademark and copyright legal obligations of designers.
 - Ability to select and apply a range of methods, materials, media, design elements, design principles, presentation formats and conventions, if appropriate to the brief, to develop final presentations.
 - Ability to present final designs as well as discuss the thinking behind each of the visual communications.
-

ASSESSMENT

- Produce a pitch that clarifies the direction of the folio and completed visual works in relation to the brief developed in Unit 3.
 - Create a folio that documents their conceptual and visual developments in relation to their developed brief and folio from Unit 3.
 - Produce two distinct visual presentations that meet the needs established in their brief from Unit 3.
 - End of Year Examination (includes material covered in Unit 3).
-

ADDITIONAL INFORMATION

The study score for Visual Communication and Design is established through the combination of school assessed tasks and school assessed course work from Units 3 & 4, as well as the end of year exam.

- School assessed course work - 25%
 - School assessed tasks - 40%
 - End of year exam - 35%
-

APPENDIX 1: USEFUL WEBSITES

Further details and information about study designs and administration of the VCE can be found at the VCAA website:

www.vcaa.vic.edu.au

Further details about tertiary admission and ATAR calculation and scaling can be found at the VTAC website:

www.vtac.edu.au

APPENDIX 2: GLOSSARY OF TERMS

ATAR

Australian Tertiary Admissions Rank (formerly ENTER). The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and Technical and Further Education (TAFE) institutes to select students for courses.

EAL

English as an Additional Language (formerly ESL).

LOTE

Languages other than English e.g. French, Indonesian and Japanese.

SAC

School Assessed course work. A school based assessment that is reported as a grade for either a VCE Unit 3 or 4.

SAT

School Assessed Task. A school based assessment for a VCE Unit 3 or 4 set by the VCAA.

UNITS 1 & 2

Components of a VCE study that are a semester in length and are of a Year 11 standard.

UNITS 3 & 4

Components of a VCE study that are a semester in length and are of a Year 12 standard.

VCE

Victorian Certificate of Education. An accredited senior secondary school qualification, designed to be completed over a minimum of two years.

VCAA

Victorian Curriculum and Assessment Authority.

VTAC

The Victorian Tertiary Admissions Centre acts on behalf of universities, Technical and Further Education (TAFE) institutes and other providers participating in the joint selection system. VTAC is responsible for calculating and distributing the ATAR.

MIDDLE & SENIOR SCHOOL

79 Balwyn Road
Balwyn VIC 3103

P. (03) 9830 1388

F. (03) 9888 5682

E. fgs@fintona.vic.edu.au



www.fintona.vic.edu.au
A CONSISTENTLY HIGH ACHIEVING INDEPENDANT GIRLS' SCHOOL