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INTRODUCTION

This booklet is for students commencing VCE studies in 2015 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 2015 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 Coursework).

YEAR 12

Students in Year 12 in 2015 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.

Ruth McKinnon
VCE COORDINATOR
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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 (formerly ENTER), 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 careers practitioner, Mr Colton and to access the wide range of information available on the various tertiary institutions’ websites and the VTAC site.

www.vtac.edu.au
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 awarded for successful completion.

UNIT 2
ACCOUNTING FOR A TRADING BUSINESS

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner 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 awarded 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 coursework and an end of year examination. School assessed coursework 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

ASSESSMENT
The student's level of achievement will be determined by school assessed coursework and an end of year examination. School assessed coursework for Unit 4 will contribute 25% to the study score and the end of year examination covering both Units 3 & 4 will contribute 50%.
UNIT 1
ART

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
• Art and meaning
• Artmaking and personal meaning

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework
• Present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes

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

UNIT 2
ART

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs, or they can commemorate people, institutions and social movements.

In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the ways that cultural contexts and social attitudes contribute to their own artwork.

AREAS OF STUDY
• Art and culture
• Artmaking and cultural expression

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural 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
• A folio of visual responses including at least one finished artwork
• Written responses supported by visual references
• Examination
ART UNITS 3 & 4

UNIT 3
ART
In this unit students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytic Frameworks for interpreting and analysing the meaning of artworks. They explore ways in which ideas and issues can influence the making and interpretation of art. Students apply imagination and creativity to develop their ideas through a visual language. Their artmaking is supported through investigation, exploration and application of a variety of materials and techniques.

AREAS OF STUDY
• Interpreting art
• Investigation and interpretation through artmaking

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those artworks produced since 1970
• Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work

ASSESSMENT
• School assessed task: Explore personal ideas and concepts as detailed in the learning outcome
• School assessed coursework: Analyse and interpret artworks as detailed in the learning outcome
School assessed coursework contributes 10% to the study score.

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 artmaking

ASSESSMENT
• School assessed task: Present a resolved body of work as detailed in the learning outcome
• School assessed coursework: Discuss and debate an art issue as detailed in the learning outcome
School assessed coursework 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%.
UNIT 1
UNITY AND DIVERSITY

In this unit the students focus on the study of life at a cellular level and factors that affect the survival of cells. They examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells in terms of: obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials; transporting wastes from cells to points of disposal, and reproducing themselves. Students examine how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment. They explore the diversity of organisms and look for patterns of similarities and differences.

AREAS OF STUDY
• Cells in action
• Functioning organisms

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Design, conduct and report on a practical investigation related to cellular structure, organisation and processes
• Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems

ASSESSMENT
• Tests and semester examination
• Practical work and reports
• Written work including a cell assignment

UNIT 2
ORGANISMS AND THEIR ENVIRONMENT

In this unit students investigate the rich diversity of Australian ecosystems and the relationship between living things and their environment. They study biotic and abiotic factors, the adaptations of organisms, energy flow and the cycling of matter in different ecosystems. Students examine behaviours and reproductive strategies that organisms exhibit, and relate them to an organism’s survival. They investigate how human activities such as habitat destruction, resource use and disposal of wastes, affect not only the ecological niche that species occupy, but the functioning of ecosystems. Students undertake practical investigations and are required to conduct fieldwork.

AREAS OF STUDY
• Adaptation of organisms
• Dynamic ecosystems

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain and analyse the relationship between environmental factors, adaptations and distributions of living things
• Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time

ASSESSMENT
• Tests
• Semester examination
• Practical work including a Field Study Report
• Written work including Environmental Issues Report
UNIT 3
SIGNATURES OF LIFE

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the activities of cells at the molecular level: the synthesis of biomolecules, the role of enzymes, and energy transformations in cells, particularly photosynthesis and cellular respiration. They investigate the significant role and diversity of proteins in cell functioning, and the structure and function of DNA and RNA. Specific examples of the applications of molecular biology are included such as medical diagnosis and design of new pharmaceuticals. Students investigate homeostasis and how signalling molecules and signal transduction assist in coordinating and regulating cell activities. They examine specific and non specific immune responses of organisms to antigens, acquiring immunity and disorders of the immune system.

AREAS OF STUDY

• Molecules of life
• Detecting and responding

LEARNING OUTCOMES

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

• Analyse and evaluate evidence from practical investigations related to biochemical processes
• Describe and explain the use of the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity

ASSESSMENT

• School assessed coursework
• End of year examination

Students will maintain their own record of practical work, including a clear, concise report of each experiment. School assessed coursework for Unit 3 will contribute 20% of the final assessment.

UNIT 4
CONTINUITY AND CHANGE

In this unit students focus on molecular genetics and investigate individual units of inheritance, and the genomes of individuals and species. A study of inheritance in asexually and sexually reproducing organisms is included. Students undertake practical investigations that involve the manipulation of DNA and inheritance of traits. They investigate changes to species and examine the process of natural selection as a mechanism for evolution. Students consider how the interaction between human, cultural and technological evolution may have affected evolutionary processes. They examine bioethical issues associated with the application of particular gene technologies.

AREAS OF STUDY

• Heredity
• Change over time

LEARNING OUTCOMES

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

• Analyse evidence for the molecular basis of heredity, and patterns of inheritance
• Analyse and evaluate evidence for evolutionary change and evolutionary relationships
• Describe mechanisms for change including the effect of human intervention on evolutionary processes, through selective breeding and applications of biotechnology

ASSESSMENT

• School assessed coursework
• End of year examination

Students will maintain their own record of practical work, including a clear, concise report of each experiment. School assessed coursework for Unit 4 will contribute 20% of the final assessment. The end of year examination covers both Units 3 & 4 and will contribute 60%. 
UNIT 1
THE BIG IDEAS OF CHEMISTRY

This unit has two areas of study, the first of which focuses on the historical development of, and the relationship between, the Periodic Table and Atomic Theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

The second area of study focuses on the structure, properties and applications of materials. Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and covalent molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.

AREAS OF STUDY
• Periodic Table
• Materials

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain how evidence is used to develop or refine chemical ideas and knowledge
• Use models of structure and bonding to explain the properties and applications of materials

ASSESSMENT
• Practical work and written reports
• Topic tests and research assignments
• Mid-year examination

UNIT 2
ENVIRONMENTAL CHEMISTRY

The first area of study focuses on water and its special chemical and physical properties which make it important to living things. These are explained in terms of its bonding. Students investigate chemical reactions in aqueous solution, including precipitation, acid-base and redox with emphasis on corrosion. Complete and ionic equations are used to represent the reactions and calculation of the amount of reactants and products involved. Students also investigate the concepts of solubility, concentration and pH. The principles of green chemistry are also highlighted.

The second focus is on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. They prepare and test the properties of one of these gases in the laboratory. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.

AREAS OF STUDY
• Water
• Atmosphere

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Formulate and write balanced equations and apply these qualitatively and quantitatively to reactions involving acids and bases, oxidants and reductants, and formation of precipitates
• Demonstrate understanding of the chemical and physical behaviour of gases
• Demonstrate understanding of chemical processes in living and non-living systems which have significance for the environment
• Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth

ASSESSMENT
• Practical work and written reports
• Topic tests and research assignments
• End of year examination
UNIT 3
CHEMICAL PATHWAYS

In this unit students investigate the scope of techniques available to analytical chemists when performing tasks ranging from the quality control of food and forensic analysis, to geological analysis and environmental monitoring. Students also investigate organic reaction pathways, leading to an understanding of synthesis of new medicines and biochemical fuels. Detailed knowledge of structure and bonding of organic molecules is shown to be a key factor in this growth industry. Both areas of study involve the performance of experiments and the collection and evaluation of experimental data, as well as the use of chemical language, symbols and equation writing.

AREAS OF STUDY
• Chemical analysis
• Organic chemical pathways

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Evaluate the suitability of techniques and instruments used in chemical analysis
• Identify and explain the role of functional groups in organic reactions
• Construct reaction pathways using organic molecules

ASSESSMENT
There are three pieces of school assessed coursework which contribute 20% to the final assessment. School assessed tasks include an extended experimental investigation, a written report on a practical activity and either a response to stimulus material, analysis of second hand data or a report related to chemical pathways.

UNIT 4
CHEMISTRY AT WORK

In this unit students focus on factors that affect the rate and extent of chemical reactions. They study energy profiles and principles of equilibrium. Sources of energy are discussed and evaluated and experiments using calorimeters are conducted. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. Quantitative calculations using Faraday’s Law are applied to electrolysis problem solving. Both areas of study involve the performance of experiments and the collection and evaluation of experimental data, as well as the use of chemical language, symbols and equation writing.

AREAS OF STUDY
• Industrial chemistry
• Supplying and using energy

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse the factors that determine the optimum conditions used in the industrial production of a particular chemical
• Analyse chemical and energy transformations occurring in chemical reactions

ASSESSMENT
There are three pieces of school assessed coursework which contribute 20% to the final assessment and an end of year examination covering Units 3 & 4 which contributes 60% to the final assessment. School assessed tasks include a summary report on three practical activities, a written report on a practical activity and either a response to stimulus material, analysis of second hand data or a report related to chemistry at work.
UNIT 1
ECONOMICS: CHOICES AND CONSEQUENCES

The focus of this unit is the study of markets, economic
decision making and issues of importance to the Australian
economy and its people in the twenty-first century.

AREAS OF STUDY
• A market system
• Economic issues

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the role of markets in the Australian economy; how markets operate to meet the needs and wants of its citizens; and apply economic decision making to current economic problems
• Describe the nature of economic growth, sustainable development and inflation
• Explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards

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
ECONOMIC CHANGE: ISSUES AND CHALLENGES

The focus of this unit is the study of Australia’s population and external relationships and economic issues of importance in the global economy in the twenty-first century.

AREAS OF STUDY
• Population, employment and change
• Global economic issues

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact on living standards
• Describe the nature of international economic relations and economic globalisation, explain how they are affected by the actions of economic decision-makers and their impact on living standards

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 3
ECONOMIC ACTIVITY

The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the Australian Government’s economic goals.

AREAS OF STUDY
- Introduction to microeconomics
  - the market system and resource allocation
- Introduction to macroeconomics
  - output, employment and income

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia
- Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years and analyse the impact each of these goals may have on living standards

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

UNIT 4
ECONOMIC MANAGEMENT

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies, through supply side management.

AREAS OF STUDY
- Macroeconomic demand and management policies
- Aggregate supply policies

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Explain the nature and operation of government macroeconomic demand management policies
- Explain the relationship between budgetary and monetary policy and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia
- Explain the nature and operation of government aggregate supply policies; analyse how they may be used to achieve key economic goals and improve living standards in Australia
- Analyse the current government policy mix

ASSESSMENT
The student’s level of achievement will be determined by school assessed coursework and an end of year examination. School assessed coursework for Unit 4 will contribute 25% to the study score and the end of year examination covering both Units 3 & 4 will contribute 50%. 
The English Study Design brings exciting and divergent studies of the English language and its uses in the classroom to students. The introduction of texts covering the accepted conventions of literature alongside non-print and multi-modal texts, as well as text types used in the working world, offers both teachers and students a wealth of dynamic and challenging material. With their teacher’s guidance, students will read and interpret, analyse and reflect, and ultimately create their own responses independently, and in groups. The School seeks to maintain high standards in critical analysis and presentation.

ENGLISH EAL (English as an Additional Language - formerly ESL) will follow the same design as above but the number of texts chosen will be fewer and the study of persuasive language will be more directed to the needs of the EAL students.

The LITERATURE study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced, and the understanding the reader brings to the texts. Students learn to understand that texts are constructions, to consider the complexity of the language and to recognise the influence of contexts and form. Students respond to the given texts personally, critically and creatively.

Please note: Students in Year 11 may elect to study either or both Units 1 & 2 Literature and Units 1 & 2 English. In Year 12, students may elect to study either or both Units 3 & 4 Literature and Units 3 & 4 English. If a student wishes to study only Units 3 & 4 Literature in Year 12, it is advisable that she discusses this with the English Co-ordinator.

UNITS 1 & 2 ENGLISH, EAL AND LITERATURE STREAMS 2015

ENGLISH AND EAL (ONE ONLY)
• Text responses based on English outcomes
• Creating and Presenting (theme-based) responses
• Persuasive language analysis

LITERATURE (MAY BE STUDIED IN LIEU OF OR IN ADDITION TO ENGLISH)
• Text responses based on Literature outcomes
• Interpretation of non-print texts based on Literature outcomes
UNIT 1
ENGLISH AND EAL

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

- Identify and discuss key aspects of a set text, and to construct a response in oral or written form
- Create and present texts taking account of audience, purpose and context
- Identify and discuss, in writing and/or orally, how language can be used to persuade readers and/or viewers

UNIT 2
ENGLISH AND EAL

AREAS OF STUDY

- Reading and responding: This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning
- Creating and presenting: In this area of study, students’ writing is informed by their reading of a range of texts relevant to a context (i.e. Growing Up In Australia) determined by the School. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on each author’s choice of structure and language
- Using language to persuade: The focus of this area of study is on the use of language in the presentation of a point of view. Students read texts that are written with the main purpose of persuading readers and viewers to share a particular point of view

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

- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form
- Create and present texts taking account of audience, purpose and context
- Identify and analyse how language is used in a persuasive text, and present a reasoned point of view in an oral or a written form
UNIT 1
LITERATURE

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

• Discuss how personal responses to literature are developed and justify their own responses to one or more texts
• Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society
• Analyse the construction of a film, television, multimedia or radio text and comment on the ways it represents an interpretation of ideas and experiences

UNIT 2
LITERATURE

AREAS OF STUDY
• Readers and their responses.
• Ideas and concerns in texts
• Interpreting non-print texts
• The text, the reader and their contexts
• Comparing texts

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

• Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time
• Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context

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

ADDITIONAL INFORMATION
• The English Study Design emphasises the conventions of spelling, punctuation and syntax of Standard Australian English
• Oral presentations will be limited to one in each unit
UNIT 3
ENGLISH

The focus of Unit 3 English is the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

In Units 3 & 4 English, students read and study four texts as well as supplementary material. The texts will be selected from novels, collections of poetry and song, film scripts, plays, biographies, autobiographies and other non-fiction texts.

AREAS OF STUDY

- **Reading and responding:** This area of study focuses on the reading of a range of literary texts to develop critical and supported responses. Students examine the structures, features and conventions used by authors of a range of selected texts to construct meaning. They also examine the ways in which the same text is open to different interpretations by different readers; for example, the ways in which a text can be read differently in a different time, place or culture.

- **Creating and presenting:** Students will read these texts in order to identify, discuss and analyse ideas and/or arguments associated with a selected context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. Students will then draw on the ideas and/or arguments they have gained from their studies to construct their own texts. They write for a specified audience and purpose and draw on their experience of exploring texts to explain their own decisions about form, purpose, language and audience.

- **Using language to persuade:** The focus of this area of study is on the use of language in the presentation of a point of view. Students study a range of texts that are written with the main purpose of persuading readers and viewers to share a particular point of view. They further explore the use of persuasive language in the construction of a reasoned point of view on an issue of social or personal relevance and interest.

LEARNING OUTCOMES

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

- Analyse, either orally, or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations
- Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose; discuss and analyse in writing their decisions about form, purpose, language, audience and context
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue

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 3 contributes 25% of the final study score.
UNIT 4  
ENGLISH

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context, and explain the creative choices they have made as authors in relation to form, purpose, language and audience.

AREAS OF STUDY

• Reading and responding: Students identify, discuss and analyse the structures, features and conventions of a range of texts to explore how these elements have been chosen by authors in order to construct meaning, and how they affect interpretation. In identifying and analysing explicit and implied values embodied in texts, students examine the ways in which readers or viewers are invited to respond.

• Creating and presenting: Students will read texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. Students will then draw on these ideas and/or arguments to construct their own texts.

LEARNING OUTCOMES

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

• Develop and justify a detailed interpretation of selected texts in written and oral forms

• Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose; discuss and analyse in writing their decisions about form, purpose, language and audience

ASSESSMENT

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

School based assessment tasks, worth 25% of final assessment, will be designed to measure the performance of each outcome. There is also an end of year examination worth 50% of the final study score
UNIT 3
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This unit focuses on the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

In Units 3 & 4 EAL, students must read and study three selected texts. The texts will be selected from the following: novels, collections of short stories, collections of poetry and song, film scripts, plays, biographies, autobiographies and other non-fiction texts.

AREAS OF STUDY
• Reading and the study of texts
• The craft of writing
• Effective oral communication

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media
• Present complex ideas and information to an audience through a prepared oral presentation
• Communicate complex ideas and information effectively through finished writing for different purposes and audiences

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
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This unit focuses on the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

In Units 3 & 4, EAL students must read and study three selected texts. The texts will be selected from the following: novels, collections of short stories, collections of poetry and song, film scripts, plays, biographies, autobiographies and other non-fiction texts.

AREAS OF STUDY
• Reading and the study of texts
• The craft of writing

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Develop and justify a detailed interpretation of selected texts
• Communicate complex ideas and information effectively through finished writing for different purposes and audiences

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 end of year examination.
UNIT 3
LITERATURE

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers. They consider the ways that texts may represent the views and values of society and of a particular author. Students also consider how the social, historical and cultural contexts of literary works may affect meaning.

AREAS OF STUDY
• Adaptions and transformations: focusing on how the form of text (poetry, drama, prose) is significant in the making of meaning
• Views, values and context in literature
• Considering alternative viewpoints

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse how meaning changes when the form of a text changes
• Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned
• Evaluate alternative views of a text and make comparisons with their own interpretation

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. School assessed coursework for Unit 3 will contribute 25% to the study score.

UNIT 4
LITERATURE

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

AREAS OF STUDY
• Creative responses to text
• Close analysis

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Respond imaginatively to a text, and comment on the connections between the text and their response
• Analyse critically features of a text, relating these features to an interpretation of the text as a whole

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. School assessed coursework for Unit 4 will contribute 25% to the study score. The level of achievement for Units 3 & 4 is also increased by an end of year examination which will contribute 50% to the study score.
**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**
- The lives of young people in France and Australia
- Families - a cross-cultural and historical perspective
- The Future - predictions, future technology, personal projects and plans

**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.

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**UNIT 2**  
**FRENCH**

**AREAS OF STUDY**
- Immigrants and immigration – facts and figures on the history of immigration in francophone countries and elsewhere; multicultural aspects of modern France
- Travelling - Tourism and Travel in France and overseas
- Leisure Activities - Attitudes to sport and leisure, favourite sports and pastimes

**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
• Education, school in France
• Life after school: taking a gap year, volunteering, part time job and careers
• French literature: Victor Hugo, Verlaine, Rimbaud, Prevert and Boris Vian
• French history: WW1 and WW2

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
• 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.
UNIT 3
REGIONAL RESOURCES

This unit investigates the characteristics of resources and the concept of region on different scales. Social, historical, environmental and political factors can be used to predict and plan for future policies to ensure sustainability of available resources. Students investigate the use of water in the Murray Darling Basin region and the development of a local resource - the Royal Botanical Gardens at Cranbourne.

AREAS OF STUDY

• Use and management of an Australian water resource
• Use and management of local resources

LEARNING OUTCOMES

On completion of this unit the student should be able to:
• Analyse the use and management of water within the Murray Darling Basin region and evaluate its future sustainability
• Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field

ASSESSMENT

The student’s level of achievement will be determined by school assessed coursework (25%) and an end of year examination (50%).

UNIT 4
GLOBAL PERSPECTIVES

This unit investigates the geographic characteristics of global phenomena and responses to them. The two major global phenomena studied are human population and ocean fishing.

AREAS OF STUDY

• Global phenomena - human population and ocean fishing
• Global responses

LEARNING OUTCOMES

On completion of this unit the student should be able to:
• Evaluate the relative importance of factors that affect changes in human population and ocean fishing
• Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective

ASSESSMENT

The student’s level of achievement will be determined by school assessed coursework (25%) and an end of year examination (50%).
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 coursework, 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 non-government organisations and analyse the interrelationships between health, human development and sustainability

ASSESSMENT
The student’s level of achievement in Unit 3 will be determined by school assessed coursework 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 National Physical Activity 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 National Physical Activity 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 coursework 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 coursework 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.
UNIT 1
TWENTIETH CENTURY HISTORY (1900-1945)

The focus of this unit is the first half of the twentieth century, a period marked by significant change. In the nineteenth century there still remained the sense of a certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Old certainties were replaced by new uncertainties. Societies and individuals were in a state of flux and all that seemed guaranteed was more change.

Throughout the period new forms of economic and political organisation and cultural expression, reflecting different responses to these changes, emerged. This unit considers the way in which Western societies responded to these crises such as World War I and II, and how these events affected people’s lives.

AREAS OF STUDY
• Crisis and conflict
• Social life
• Cultural expression

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse and explain the development and impact of a political crisis and conflict in the period 1900 to 1945
• Analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century
• Analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945

ASSESSMENT
The student’s level of achievement will be determined by coursework tasks and an examination in Semester 1.

UNIT 2
TWENTIETH CENTURY HISTORY (1945-2000)

This unit considers some of the major themes and principal events of post World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

This unit is based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, peace, disarmament, civil rights movements, nationalism and globalisation.

AREAS OF STUDY
• Ideas and political power
• Movements of the people
• Issues for the millennium

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse and discuss how post war societies used ideologies to legitimise their world view and portray competing systems
• Evaluate the impact of challenges to the established social, political and/or economic power during the second half of the twentieth century
• Analyse issues faced by communities arising from political, economic and/or technological change

ASSESSMENT
The student’s level of achievement will be determined by coursework tasks and an end of year examination.
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

AREAS OF STUDY

- Revolutionary ideas, leaders, movements and events
- Creating a new society

LEARNING OUTCOMES

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

- Evaluate the role of leaders, ideas, movements and events in the development of the revolution
- Analyse the challenges facing the emerging new order, examine the way in which attempts were made to create a new society and evaluate the nature of the society created by the revolution
- Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
- French Revolution 1781 to 4 August 1789 (Necker’s Compte Rendu to 4 August 1789)

UNIT 4

REVOLUTIONS

- Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin)
- French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111)

ASSESSMENT

The student’s level of achievement in Units 3 & 4 will be determined by school assessed coursework and an end of year examination.
UNIT 1

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

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.
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.
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.
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 needs for laws in society and in this unit focus on criminal law. Key features include: how criminal law is enforced, adjudicated, possible outcomes and the impact of crime is investigated. Through a consideration of contemporary cases and issues, students learn about types of crimes, 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

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 available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the 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

ASSESSMENT (COVERS UNITS 1 & 2)

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 the 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

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 pre-trial 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 (COVERS UNITS 3 & 4)
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 dependent upon demonstration of a thorough understanding of the previous course.
- Mathematical Methods (CAS) Units 3 & 4 is required to study Specialist Mathematics Units 3 & 4.
UNITS 3 & 4
FURTHER MATHEMATICS

Further Mathematics consists of the study of Data Analysis, which incorporates a Statistical Applications Task, Geometry and Trigonometry. In Unit 4, Networks and Matrices will be covered.

AREAS OF STUDY
• Data analysis – core material
• Applications
  - Geometry and trigonometry
  - Networks and decision mathematics
  - Matrices

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 use this knowledge and apply related mathematical procedures to solve routine application problems
• Use mathematical concepts and skills developed in the data analysis area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation
• Select and appropriately use 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 this unit will be based on the achievement of the learning outcomes.

The student’s level of achievement will be determined by school assessed coursework and end of year examinations. School assessed coursework 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
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
• Arithmetic
• Geometry and trigonometry
• Decision and business mathematics
• Algebra
• Data analysis
• Graphs of linear relations

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

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.
UNITS 1 & 2
GENERAL MATHEMATICS ADVANCED

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

• Trigonometry and its application to forces
• Real and complex number systems
• Kinematics
• Vectors
• Sequences and series
• Sketching and interpreting non-linear/graphs
• Further algebra
• Circle mensuration
• Linear programming
• Statics and dynamics

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 and analyse and discuss these applications of mathematics in at least three of the areas of study
• Use technology to 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 1 & 2
MATHEMATICAL METHODS (CAS)

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

LEARNING OUTCOMES

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

• Define and explain key concepts as specified in the Functions and Graphs, Algebra, Calculus and Probability areas of study, and apply a range of related mathematical routines and procedures
• Apply mathematical processes in non-routine contexts and to 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.
UNIT 3 & 4
MATHMATICAL METHODS (CAS)

Mathematical Methods (CAS) 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

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 and to 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 coursework and end of year examinations. School assessed coursework for Units 3 & 4 will contribute 34% to the final assessment. Two end of year examinations will contribute 66% to the final assessment.

UNIT 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 (CAS) Units 3 & 4.

AREAS OF STUDY
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics

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
- To use technology as applicable in the solution of problems, as well as apply routines and procedures by hand
- 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 coursework and end of year examinations. School assessed coursework for Units 3 & 4 will contribute 34% to the final assessment. Two end of year examinations will contribute 66% to the final assessment.
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 skill development
• Performance technique
• Aural perception, music theory and analysis

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Perform a program of contrasting solo and group 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 skill development
• Performance technique
• Aural perception, music theory and analysis
• Organisation of sounds

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Perform a musically engaging program of contrasting 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.
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 skill development
• Performance technique
• Aural perception, music theory and analysis

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 relevant to their performance 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 pre-recorded 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 skill development
• Performance technique
• Aural perception, music theory and analysis

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 relevant to their performance works, and present an unprepared performance
• Identify, recreate, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded 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
PHYSICS

This unit focuses on Physics as a human endeavour. Students will use the concepts of nuclear physics and radioactivity in the contexts of environmental radiation and the production and use of radioisotopes in industry. They will access information related to the use of nuclear reactions and radioactivity. In the study of current electricity they will analyse electrical circuits in the contexts of simple battery operated DC devices, household electricity, and investigate the properties of various electronic transducers. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. The study of sustainable energy sources enables students to investigate the potential for the development and implementation of various renewable energy resources and consider how they could provide a portion of our energy needs.

AREAS OF STUDY
• Radioactivity
• Electricity
• Investigations: Sustainable Energy Sources

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe the uses and hazards of radioactivity and nuclear energy in industry and the community
• Apply basic DC theory and describe the safe and effective use of electricity
• Analyse the merits of sustainable energy
• Perform experiments and write reports using Word and Excel

ASSESSMENT
• Tests
• Practical reports
• Assignments
• Examination

UNIT 2
PHYSICS

This unit focuses on the application of models to more complex phenomena - motion and light - developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and collisions. The role of force and energy in movement is investigated and analysed with graphs and calculations. The wave and particle models of light provide a framework for exploring light phenomena in real world applications. Students will use conceptual models of Newton and Bernoulli in the context of flight. They will investigate the properties of aircraft that enable them to fly and the control mechanisms that guide flight

AREAS OF STUDY
• Wave properties of light
• Movement
• Investigations: Flight

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Use the ray model and wave model of light to explain and interpret everyday optical phenomena
• Describe and explain movement, both quantitatively and qualitatively, including position, velocity and acceleration, Newton’s laws of motion and the concepts of work, energy and momentum
• Apply the physics principles that enable planes to fly
• Perform more complex experiments

ASSESSMENT
• Tests
• Practical reports
• Assignments
• Examination
UNIT 3
PHYSICS

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The study of materials and their use in structures aims to develop students’ practical skills to enable them to better understand the structures of the natural world and the restrictions of design in the technological world.

AREAS OF STUDY
• Motion and gravity
• Photonics and electronics
• Materials and their use in structures

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain and apply Newton’s theories of motion and gravity on earth and in the universe
• Apply the principles of opto-electrical devices to the design of an optical communications system
• Analyse the forces on materials in constructions
• Design, carry out and report on an extended practical investigation

ASSESSMENT
The student’s level of achievement will be determined by school assessed coursework and an end of year examination.

UNIT 4
PHYSICS

This unit further develops the student’s ability to use Physics concepts to analyse the properties of various phenomena and events. A field model of electromagnetism is applied to the properties of electric motors, the generation of electricity, and the use of transformers in power distribution. Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter. In studying the unit on light and matter, students gain an understanding of the historical development of ideas and the strengths and limitations of the use of models in Physics.

AREAS OF STUDY
• Electric power
• Ideas about light and matter

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the generation, transmission and use of electric power
• Relate aspects of the wave particle model to the nature of light and matter
• Make detailed notes on a set of practical investigations

ASSESSMENT
The student’s level of achievement will be determined by school assessed coursework for Units 3 & 4 which will contribute 40% to the final assessment. The end of year examination will contribute 60% to the final assessment.
UNIT 3
THE CONSCIOUS SELF

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. The function of the nervous system in memory and the ways in which information is processed, stored and utilised is investigated. They apply different theories of memory and forgetting to their every day learning experiences. Consideration of research methodologies and ethical principles in the conduct of psychological research is included.

AREAS OF STUDY
• Mind, brain and body
• Memory

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function
• Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory

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 20% of the final assessment.

UNIT 4
BRAIN, BEHAVIOUR AND EXPERIENCE

This unit focuses on the interrelationships between learning, the brain and its response to experiences and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students use a biopsychosocial framework to explore causes of mental illness, avenues of assistance and factors that promote mental wellbeing. Consideration of research methodologies and ethical principles in the conduct of psychological research is included.

AREAS OF STUDY
• Learning
• Mental health

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the neural basis of learning, and compare and contrast different theories of learning and their applications
• Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder

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 20% of the final assessment. The end of year examination covering both Units 3 & 4 will contribute 60%.
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 playscripts. 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 2015, Fintona is offering Theatre Studies at VCE level 3 & 4.
UNIT 3
PLAYSCRIPT INTERPRETATION

This unit focuses on the interpretation of a playscript 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 playscript. 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 playscript 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 playscript for performance to an audience
• Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation
• Analyse and evaluate the interpretation of a written playscript in production to an audience

ASSESSMENT
School assessed coursework 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 VCCA 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 playscript 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 coursework 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
DEIVED 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 coursework 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 coursework 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%.
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. 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 study emphasises the importance of developing a variety of drawing skills to visualise thinking. 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

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 the 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 communication 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.
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 works 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 coursework from Units 3 & 4, as well as the end of year exam.
• School assessed coursework - 25%
• School assessed tasks - 40%
• End of year exam - 35%
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 eg French, Indonesian and Japanese.

SAC
School Assessed Coursework. 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, TAFES and other providers organising the joint selection system. They are responsible for calculating and distributing the ATAR.