INTRODUCTION

ACCOUNTING UNITS 3 – 4

ART UNITS 1 – 4

BIOLOGY UNITS 1 – 4

CHEMISTRY UNITS 1 – 4

ECONOMICS UNITS 1 – 4

ENGLISH, EAL & LITERATURE OVERVIEW

ENGLISH & EAL UNITS 1 – 2

LITERATURE UNITS 1 – 2

ENGLISH UNITS 3 – 4

ENGLISH (EAL) UNITS 3 – 4

LITERATURE UNITS 3 – 4

FRENCH UNITS 1 – 4

GEOGRAPHY UNITS 3 – 4

HEALTH AND HUMAN DEVELOPMENT UNITS 3 – 4

PHYSICAL EDUCATION UNITS 3 – 4

HISTORY UNITS 1 – 4

INDONESIAN UNITS 1 – 4

JAPANESE UNITS 1 – 4

LEGAL STUDIES UNITS 1 – 4

MATHEMATICS – POSSIBLE PATHWAYS

GENERAL MATHEMATICS (FURTHER) UNITS 1 – 2

FURTHER MATHEMATICS UNITS 3 – 4

SPECIALIST MATHEMATICS UNITS 1 – 2

MATHEMATICAL METHODS UNITS 1 – 4

SPECIALIST MATHEMATICS UNITS 3 – 4

MUSIC PERFORMANCE UNITS 1 – 4

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THEATRE ARTS – POSSIBLE PATHWAYS

THEATRE STUDIES UNITS 3 – 4

DRAMA UNITS 3 – 4

VISUAL COMMUNICATION AND DESIGN 1 – 4

APPENDICES
This booklet is for students commencing VCE studies in 2016 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 2016 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 2016 will study English 3/4 or English (EAL) 3/4 and four other subjects. Higher Education Studies offered by the universities may be available for some students. These will incur an extra cost.
CHOICE OF STUDIES

Care should be taken to ensure that students entering Year 11 select studies for which they have an adequate foundation, which are within their capabilities and which form part of a two year VCE plan. Students should include in their choice any subjects which are prerequisites for tertiary courses in which they may be interested.

At Fintona we try very hard to arrange subjects so that students’ selections can be accommodated; however, it is not always possible for every student to do her first choice and some flexibility may be necessary.

TERTIARY ENTRY REQUIREMENTS

Each Unit 3/4 study will receive a result out of 50. The score which determines university entry, the ATAR, is arrived at by the addition of the scores for English, English (EAL) or Literature plus the next best three Unit 3/4 scores plus 10% of up to another two Unit 3/4 studies. A Higher Education Study may only count as the sixth subject. The prerequisite requirements for specific courses must also be met.

Students are encouraged to discuss possible subject choices and tertiary courses with the 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

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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
HOW DO LIVING THINGS STAY ALIVE?

This unit has three areas of study, the first of which focusses on the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Although the internal structure of a cell varies, all cells require a relatively stable internal environment for optimal functioning. Whether life forms are unicellular or multicellular, or heterotrophic or autotrophic, whether they live in a deep ocean trench, a tropical rain forest, an arid desert or on the highest mountain peak, all individual organisms are faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

The second area addresses the manner in which organisms sustain life. In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance. They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community of diverse organisms. Students identify a keystone species, explore an organism’s relationship to its habitat and evaluate the impact of abiotic factors on the distribution and abundance of organisms within the community. Factors affecting population size and growth are analysed.

Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in first and/or second areas of study and is conducted by the student through laboratory work, fieldwork and observational studies.

AREAS OF STUDY
- Cell size, structure and function
- Cell transport across plasma membranes
- Energy transformations
- Functioning systems
- Survival through adaptations and regulation
- Organising biodiversity
- Relationships between organisms within an ecosystem
- Practical Investigation

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Investigate and explain how cellular structures and systems function to sustain life
- Explain how various adaptations enhance the survival of an individual organism
- Investigate the relationships between organisms that form a living community and their habitat
- Analyse the impacts of factors that affect population growth
- Design and undertake an investigation related to the survival of an organism or species
- Draw conclusions based on evidence from collected data

EXCURSION
Overnight excursion to gather data for the compulsory practical investigation

ASSESSMENT
- School-based assessment
- Practical investigations and related reports
- Independent practical investigation
- Research assignment(s)
- Topic Tests
- Examination
UNIT 2
HOW IS CONTINUITY OF LIFE MAINTAINED?

The first of the three areas of study in this unit focusses on reproduction. In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell’s preparation for cell division. Students investigate and use visualisations and modelling to describe the characteristics of each of the phases in mitosis. Cytokinesis is explained for both plant and animal cells. Students describe the production of gametes in sexual reproduction through the key events in meiosis and explain the differences between asexual and sexual reproduction in terms of the genetic makeup of daughter cells. Students consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

Inheritance underpins the second area of study. Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms. In this area of study students apply and extend their knowledge and skills developed in areas of study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

They communicate the findings of their investigation and explain the biological concepts, identify different opinions, outline the legal, social and ethical implications for the individual and/or species and justify their conclusions. Material for the investigation can be gathered from laboratory work, computer simulations and modelling, literature searches, global databases and interviews with experts.

AREAS OF STUDY
• The Cell Cycle
• Asexual reproduction
• Sexual reproduction
• Cell growth and cell differentiation
• Genomes, genes and alleles
• Chromosomes
• Genotypes and phenotypes
• Pedigree charts, genetic cross outcomes and genetic decision-making
• Practical investigation

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Compare the advantages and disadvantages of asexual and sexual reproduction
• Explain how changes within the cell cycle may have an impact on cellular or tissue system function
• Identify the role of stem cells in cell growth and cell differentiation and in medical therapies
• Apply an understanding of genetics to describe patterns of inheritance
• Analyse pedigree charts
• Predict outcomes of genetic crosses
• Identify the implications of the uses of genetic screening and decision making related to inheritance

ASSESSMENT
• School-based assessment
• Practical investigations and related reports
• Independent practical investigation
• Research assignment(s)
• Topic Tests
• Examination
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
HOW THE DIVERSITY OF MATERIALS CAN BE EXPLAINED

This unit has three areas of study within which students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. They use their knowledge of elements and atomic structure to explore and explain the relationships between the properties, structure and bonding forces within and between particles. Consideration is given to particles ranging from molecules and atoms to nanoparticles. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use key chemical terms including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

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

AREAS OF STUDY
• How knowledge of elements can explain the properties of matter
• How versatility of non-metals can be explained
• Research investigation of the chosen chemical

LEARNING OUTCOMES

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

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

In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules which result in it being the most widely used solvent on Earth. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

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

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

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

AREAS OF STUDY

• How substances interact with water
• How substances in water are measured and analysed
• Practical investigation into water quality involving posing a question, collecting appropriate primary qualitative and/or quantitative data, organising and interpreting the data and reaching a conclusion in response to a posed question
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, employment and external relationships in the context of 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.
ECONOMICS UNITS 3 & 4

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%.
In Units 1 and 2, and in Units 3 and 4, students may study both English and Literature or make a choice between studying only English or Literature. In Years 11 and 12, students must complete a minimum of four units comprised of a combination of Units 1 – 4. For example, a student may study Units 1 and 2 Literature followed by Units 3 and 4 English. If a student wishes to study only Units 3 and 4 Literature in Year 12, it is advisable that she consults with the English Co-ordinator first.

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

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

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. Students develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.
# UNIT 1
**ENGLISH AND EAL**

**AREAS OF STUDY**
- Reading and creating texts.
- Analysing and presenting arguments

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
- Produce analytical and creative responses to texts
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

# UNIT 2
**ENGLISH AND EAL**

**AREAS OF STUDY**
- Reading and comparing texts.
- Analysing and presenting arguments.

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:
- Compare the presentation of ideas, issues and themes in two texts
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view

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**ASSESSMENT FOR UNITS 1 AND 2 ENGLISH AND EAL**
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.
UNIT 1
APPROACHES TO LITERATURE

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

AREAS OF STUDY
• Reading practices
• Ideas and concerns in texts

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Respond to a range of texts and reflect on influences shaping these responses.
• Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

UNIT 2
LITERATURE CONTEXT AND CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students study how close analysis informs an understanding of imaginative texts.

AREAS OF STUDY
• The text, the reader and their contexts
• Exploring connections between texts

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context
• Compare texts considering the dialogic* nature of texts and how they influence each other (*relating to or in the form of dialogue)

ASSESSMENT FOR UNITS 1 AND 2 LITERATURE

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate achievement of each outcome. As a set these outcomes encompass the areas of study in the unit. Demonstration of achievement of Unit 2 Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks.
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
- Family and immigration
- Education and work
- Leisure activities

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from written and spoken texts
- Produce a personal response to a text focusing on a real or imaginary experience

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

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

UNIT 2
FRENCH

AREAS OF STUDY
- Lifestyle in France
- Holidays
- Fashion and role of women

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 history: WW1 and WW2
• French literature: Victor Hugo, Verlaine, Rimbaud, Prevert and Boris Vian

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Express ideas through the production of original texts
• Use information from spoken texts
• Exchange information, opinions and experiences

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

UNIT 4
FRENCH

AREAS OF STUDY
• 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
CHANGING THE LAND

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

• Deforestation
• Desertification
• Melting glaciers and ice sheets

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

AREAS OF STUDY
• Land use change
• Land cover change

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

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

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

UNIT 4
HUMAN POPULATION - TRENDS AND ISSUES

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

AREAS OF STUDY
• Population dynamics
• Population issues and challenges

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

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

ASSESSMENT
The student’s level of achievement will be determined by school assessed 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 1918-1939

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. The post World War One treaties ushered in a period where the world was reshaped with new borders, movements, ideologies and power structures which emerged in Europe, the USA, Asia, Africa and the Middle East. While the 1920s were largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship which led to the emergence of new political movements. Cultural expression of the time both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread. Students consider the way in which nations responded to the political, economic and social changes during this period and how these events affected people’s lives.

AREAS OF STUDY
• Ideology and conflict
• Social and cultural change

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two
• Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years

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

UNIT 2
TWENTIETH CENTURY HISTORY 1945-2000

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students also explore the causes and impacts of significant political and social movements such as the American Civil Rights Movement and conflicts in the Middle East.

AREAS OF STUDY
• Ideology and conflict
• Challenge and change

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the ideological divisions in the post war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period
• Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people

ASSESSMENT
The student’s level of achievement will be determined by course work tasks such as analysis of primary sources, research tasks and essays and an examination.
UNIT 3
REVOLUTIONS

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

AREAS OF STUDY
• Causes of revolution
• Consequences of revolution

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse the causes of the Russian Revolution of October 1917, and evaluate the contribution of significant ideas, events, individuals and popular movements
• Analyse the consequences of the Russian Revolution (1917-1927) and evaluate the extent of change brought to society

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

UNIT 4
REVOLUTIONS

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

AREAS OF STUDY
• Causes of revolution
• Consequences of revolution

LEARNING OUTCOMES
On completion of this unit students should be able to:
• Analyse the causes of the French Revolution 1789, and evaluate the contribution of significant ideas, events, individuals and popular movements
• Analyse the consequences of the French Revolution (1789-1795) and evaluate the extent of change brought to society

ASSESSMENT
The student’s level of achievement will be determined by school assessed coursework and an end of year examination.
UNIT 1 INDOONESIAN

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 INDOONESIAN

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.
GENERAL MATHEMATICS (FURTHER)  
UNITS 1 & 2

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
- Matrices
- Decision and business mathematics
- Algebra
- Statistics
- 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
- Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts
- Select and appropriately use numerical, graphical, symbolic and statistical technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques
- 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.

FURTHER MATHEMATICS  
UNITS 3 & 4

Unit 3 Further Mathematics consists of the study of Data Analysis and Financial Mathematics. In Unit 4, Networks and Matrices will be covered.

AREAS OF STUDY
- Data analysis
- Recursion and financial modelling
- Applications
  - Networks and decision mathematics
  - Matrices

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Define and explain key concepts and apply related mathematical techniques and models in routine contexts.
- Select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity
- Select and appropriately use numerical, graphical, symbolic and statistical 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
SPECIALIST MATHEMATICS

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

AREAS OF STUDY
- Trigonometry and its application to forces
- Real and complex number systems and proof
- Kinematics
- Vectors
- Sequences and series
- Sketching and interpreting non-linear/graphs
- Further algebra
- Circle mensuration
- Statics and dynamics
- Statistics

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

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 and statistics

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.
MATHEMATICAL METHODS (CAS) UNIT 3 & 4

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 and statistics

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Define and explain key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures
- Apply mathematical processes in non routine contexts 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.

SPECIALIST MATHEMATICS UNIT 3 & 4

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

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- 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. There is a compulsory excursion to Luna Park.

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

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

EXCURSIONS
• Melbourne Museum of Anatomy
• Epworth Sleep Centre

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 2016, Fintona is offering Drama 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%.
UNIT 3
DEvised NON-NATURALISTIC ENSEMBLE PERFORMANCE

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

AREAS OF STUDY
• Devising and presenting non-naturalistic ensemble performance
• Responding to devised ensemble performances
• Analysing non-naturalistic performance

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Develop and present character/s within a devised non-naturalistic ensemble performance
• Analyse the use of processes, techniques and skills to create and present a devised ensemble performance
• Analyse and evaluate a non-naturalistic performance

ASSESSMENT
School assessed 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 communications in response to given stimuli
- Discuss in the form of written or visual report how visual communications are designed and produced in the design industry
- Prepare a brief, generate and explore 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 complex 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 made in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

AREAS OF STUDY
• Development of design concepts
• Final presentations
• Evaluation and explanation

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Develop different methods for visualising and producing concepts as a means of meeting the needs of target audiences
• Develop awareness of trademark and copyright legal obligations of designers
• Ability to select and apply a range of methods, materials, media, design elements, design principles, presentation formats and conventions, if appropriate to the brief, to develop final presentations
• Ability to present final designs as well as discuss the thinking behind each of the visual communications

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

ADDITIONAL INFORMATION
The study score for Visual Communication and Design is established through the combination of school assessed tasks and school assessed 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%
APPENDIX 1: USEFUL WEBSITES

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

www.vcaa.vic.edu.au

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

www.vtac.edu.au

APPENDIX 2: GLOSSARY OF TERMS

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

**EAL**
English as an Additional Language (formerly ESL)

**LOTE**
Languages other than English 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.