INTRODUCTION

This booklet is for students commencing VCE studies in 2019 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 2019 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 2019 will study English 3/4 or English (EAL) 3/4 and four other subjects. Higher Education Studies offered by the universities may be available for some students. These will incur an extra cost.
CHOICE OF STUDIES

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

TERTIARY ENTRY REQUIREMENTS

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

www.vtac.edu.au

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UNIT 3
FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

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

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

AREAS OF STUDY
• Recording and analysing financial data
• Preparing and interpreting accounting reports

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process, and describe, discuss and analyse various aspects of the accounting system, including ethical considerations
• Record transactions and prepare, interpret and analyse accounting reports for a trading business

ASSESSMENT
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 3 will contribute 25% to the study score.

UNIT 4
RECORDING, REPORTING, BUDGETING AND DECISION MAKING

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

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

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

AREAS OF STUDY
• Extension of recording and reporting
• Budgeting and decision making

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports
• Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 4 will contribute 25% to the study score and the end of year examination covering both Units 3 and 4 will contribute 50%.
VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

UNIT 1
ARTWORKS, EXPERIENCES AND MEANING

This unit focuses on artworks as objects and examine how the formal qualities, materials and techniques and artistic processes communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They learn how to formulate and substantiate personal opinions about artworks.

In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

AREAS OF STUDY
• Artworks and Meaning
• Art making and Meaning

LEARNING OUTCOMES
On completion of this unit the students should be able to:
• Apply an understanding of the factors that influence responses to artworks and the ways in which artists express social and personal interests, experiences, ideas and intentions. Students achieve this through the application of appropriate research, terminology and research in the discussion of Artist and Artworks.
• Develop the ability to formulate and substantiate personal opinions with reference to artworks and related references
• Explore, develop and apply a visual language to communicate issues and ideas of personal interest and imagination. Students achieve this through the use of observation and imagination, along with the exploration of the qualities and characteristics of materials and art forms and how they may be used to present concepts and images.
• Apply reflective annotations, appropriate terminology and both written and visual language to support the documentation about the art process

ASSESSMENT
• Written responses supported by visual references
• A series of developmental folio of visual responses to a selection of set tasks
• Examination
UNIT 2
ARTWORKS AND CONTEMPORARY CULTURE

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

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

AREAS OF STUDY
• Contemporary artworks and culture
• Art making and contemporary culture

LEARNING OUTCOMES
On completion of this unit the students should be able to:
• Apply an understanding of the role and purpose of art in different cultural contexts and times. Consideration is given to how artworks can reflect the beliefs, values and traditions of different cultures.
• Analyse, interpret and compare artworks from different cultures and times
• Formulate and substantiate personal opinions with reference to both artworks and the application of appropriate terminology and relevant research
• Develop and apply a visual language used to communicate issues and ideas of personal, cultural and contemporary interest using the art process. Consideration is given to the qualities and characteristics of selected materials and art
• Apply reflective thinking to art making process
• Apply a visual language and manipulate the technical and expressive qualities of art forms to produce artworks

ASSESSMENT
• Written responses supported by visual references
• A folio of visual responses, including at least one complete artwork, to a of set tasks
• Examination

UNIT 3
ARTWORKS, IDEAS AND VALUES

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

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

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

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Apply the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks
• Apply the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice

ASSESSMENT
Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
UNIT 4
ARTWORKS, IDEAS AND VIEWPOINTS

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice.

AREAS OF STUDY
• Discussing art
• Realisation and resolution

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Examine and analyse an art idea and its related issues to inform their viewpoint
• Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making

ASSESSMENT
• Examine an art idea and issue and use selected artist/s, artwork/s, and viewpoints to inform and support their opinions on the idea and issue. School-assessed Coursework for Unit 4 will contribute 10% to the study score
• School Assessed Task- A body of work that presents explorations within selected art forms and that clearly demonstrates the development of the student’s thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student’s intentions. This is a culmination of units 3 and 4 and contributes 50% to the study score
• End of year examination which will contribute 30% to the study score
UNIT 1
HOW DO LIVING THINGS STAY ALIVE?

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

AREAS OF STUDY
• How do organisms function?
• How do living systems sustain life?

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

ASSESSMENT
• Test and semester examination
• Practical work including an extended Practical Investigation related to the survival of an organism or species
• Written work including a Field Study Report

UNIT 2
HOW IS CONTINUITY OF LIFE MAINTAINED?

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

AREAS OF STUDY
• How does reproduction maintain the continuity of life?
• How is inheritance explained?

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

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

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

AREAS OF STUDY
• How do cellular processes work?
• How do cells communicate?

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

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 16% of the final assessment.

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

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

AREAS OF STUDY
• How are the species related?
• How do humans impact on biological processes?

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

ASSESSMENT
• School-assessed 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 24% 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 nonmetallic substances from molecules to polymers, giant lattices and nanomaterials relating their structures to specific applications. This would include a compulsory excursion to Ecolinc or other relevant sites.

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.

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

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

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

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

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

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

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

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

AREAS OF STUDY

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

LEARNING OUTCOMES

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

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

ASSESSMENT

- Practical work and written reports
- Topic tests and assignments
- Report on investigation of water quality
- End of year examination
UNIT 3
HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. The electrochemical series is used to predict and write half and overall redox equations, and Faraday’s laws are applied to calculate quantities in electrolytic reactions.

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

AREAS OF STUDY

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

LEARNING OUTCOMES

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

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

ASSESSMENT

There are two pieces of School-assessed Coursework which contribute 16% to the final assessment. The types of tasks will be selected from a report of a laboratory investigation, analysis and evaluation of stimulus material, report of a student investigation or response to a set of structured questions.
UNIT 4
HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

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

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

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

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

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster

ASSESSMENT
There are three pieces of School-assessed Coursework which contribute 24% to the final assessment and an end of year examination covering Units 3 and 4 which contributes 60% to the final assessment. School assessed tasks will include a structured scientific poster and two other tasks selected from reports of laboratory investigations, analysis of data or response to stimulus material or structured questions.
UNIT 1
CHOICES AND CONSEQUENCES

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

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

AREAS OF STUDY
• Thinking like an economist
• Decision making in markets

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making
• Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy

ASSESSMENT
The award of satisfactory completion for 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 an end of semester examination.
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

**AREAS OF STUDY**

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

**LEARNING OUTCOMES**

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

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

**ASSESSMENT**

The award of satisfactory completion for 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 an end of semester examination.
UNIT 3
AUSTRALIA’S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society’s living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

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

Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

AREAS OF STUDY
- Introduction to microeconomics - the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes
- Analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards
- Explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia

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.
The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government’s domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy.

Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government’s domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2, students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government’s domestic macroeconomic goals.

AREAS OF STUDY
• Aggregate demand policies and domestic economic stability
• Aggregate supply policies

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards
• Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards

ASSESSMENT
The student’s level of achievement will be determined by School-assessed Coursework and an end of year examination. Outcome 1 will contribute 50% and Outcome 2 will contribute 50% of the students overall result for Unit 4. School-assessed 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 and EAL: The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. 

Rationale, Study Design, VCE English/EAL Units 1 and 2: 2016–2020

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. 

Rationale, Study Design, VCE English/ EAL Units 1 and 2: 2016–2020
ENGLISH AND EAL UNITS 1 & 2

UNIT 1
ENGLISH AND EAL

AREAS OF STUDY

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

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

• EAL students only: Listening to texts: In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities. Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners. This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker’s views and attitudes and how these affect the structure and language of the spoken text.

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Students are required to complete a variety of oral and written assessments and a written examination at the end of the semester.

UNIT 2
ENGLISH AND EAL

AREAS OF STUDY

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

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

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Students are required to complete a variety of oral and written assessments and a written examination at the end of the semester.
UNIT 1
APPROACHES TO LITERATURE

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

AREAS OF STUDY

• **Reading practices:** In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

• **Ideas and concerns in texts:** In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

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

All assessments at Units 1 and 2 are School based and include oral and written tasks and an end of semester written examination.
UNIT 2
LITERATURE CONTEXT AND CONNECTIONS

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

AREAS OF STUDY

• The text, the reader and their contexts: In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader’s interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

• Exploring connections between texts: In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

LEARNING OUTCOMES

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

• Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context

• Compare texts considering the dialogic* nature of texts and how they influence each other

(*relating to or in the form of dialogue)

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

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

All assessments at Units 1 and 2 are School based and include oral and written tasks and an end of semester written examination.
UNIT 3
ENGLISH AND EAL

AREAS OF STUDY

• **Reading and creating texts:** In this area of study students identify, discuss and analyse how the features of selected texts create meaning and suggest how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses.

• **Analysing argument:** In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

• **EAL students only:** Listening to texts: In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities. Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners. This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker’s views and attitudes and how these affect the structure and language of the spoken text.

LEARNING OUTCOMES

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

• produce an analytical interpretation of a selected text, and a creative response to a different selected text
• analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
• EAL ONLY: On completion of this unit the student should be able to comprehend a spoken text

ASSESSMENT

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

School-assessed Coursework tasks are part of the regular teaching and learning program and are completed mainly in class and within a limited time frame.
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA.

**AREAS OF STUDY**

- **Reading and comparing texts:** In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based.

- **Presenting argument:** In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.

**LEARNING OUTCOMES**

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

- produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- construct a sustained and reasoned point of view on an issue currently debated in the media

**ASSESSMENT**

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

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

The EAL examination will comprise both an oral/listening and written component.
UNIT 3
FORM AND TRANSFORMATION

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

AREAS OF STUDY

• Adaptations and transformations: In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

• Creative Responses to texts: In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer’s purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. They develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

LEARNING OUTCOMES

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

• analyse the extent to which meaning changes when a text is adapted to a different form
• respond creatively to a text and comment on the connections between the text and the response

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework.

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

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

AREAS OF STUDY

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

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

LEARNING OUTCOMES

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

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

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

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

The level of achievement for Units 3 and 4 is also assessed by an end of year examination which will contribute 50%.
UNIT 1
FRENCH

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of four topics. Students will extend and consolidate vocabulary, grammar knowledge and language skills. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

AREAS OF STUDY

- **Interpersonal communication**  In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.
- **Interpretive communication**  In this area of study students develop skills and knowledge to read, listen to or view texts in French effectively, to summarise content and to combine information from the texts in written responses in French and English.
- **Presentational communication**  Students present content related to the selected subtopic in French in written form, which may include supporting visual elements.

TOPICS

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

LEARNING OUTCOMES

- On completion of this unit the student should be able to exchange meaning in a spoken interaction in French
- On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English
- On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose. Satisfactory completion for this unit will be based on the achievement of the learning outcomes

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

In this unit students develop an understanding of aspects of language and culture through the study of three topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

AREAS OF STUDY

- **Interpersonal communication**  In this area of study students participate in a written exchange in French. They develop skills and knowledge that enable them to read, listen to and view texts in French and to develop a suitable response in French.
- **Interpretive communication**  In this area of study students extract information from texts provided in French and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in French and to use information in a new context.
- **Presentational communication**  In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in French on an aspect of the selected subtopic of interest to them.

TOPICS

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

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
• Volunteering
• WW2

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

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

UNIT 4
FRENCH

AREAS OF STUDY
• French literature: Victor Hugo, Verlaine, Rimbaud, Prevert and Boris Vian
• The French Revolution and how it is affecting France today

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse and use information from written texts
• Respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities

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

UNIT 4
HUMAN POPULATION - TRENDS AND ISSUES

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

AREAS OF STUDY
- Population dynamics
- Population issues and challenges

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Analyse, describe and explain population dynamics on a global scale
- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses

ASSESSMENT
The student’s level of achievement will be determined by School-assessed Coursework and an end of year examination.
UNIT 3
AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

AREAS OF STUDY
• Understanding health and wellbeing
• Promoting health and wellbeing

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
• Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion 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
GLOBAL HEALTH AND HUMAN DEVELOPMENT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

AREAS OF STUDY
• Health and wellbeing in a global context
• Health and the Sustainable Development Goals

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
• Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs

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.
PHYSICAL EDUCATION UNITS 3 & 4

UNIT 3
MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

AREAS OF STUDY
• How are movement skills improved?
• How does the body produce energy?

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles
• 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 factors causing fatigue and suitable 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 study score.

UNIT 4
TRAINING TO IMPROVE PERFORMANCE

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training.

Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

AREAS OF STUDY
• What are the foundations of an effective training program?
• How is training implemented effectively to improve fitness?

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity
• Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework, which will contribute 25% to the 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 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 4
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 1
JAPANESE
In Units 1 & 2 Japanese, students develop an understanding of the language and culture of Japanese-speaking communities through the study of a range of topics. In each topic, they consolidate and extend vocabulary, grammatical knowledge and language skills; focus on analysing cultural products or practices including visual, spoken or written texts; reflect on the interplay between language and culture and its impact on the individual’s language use for specific contexts and audiences.

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:
• Exchange meaning in a spoken interaction in Japanese
• Interpret information from two texts presented in Japanese and respond in writing in Japanese and in English
• Present information, concepts and ideas in writing in Japanese for a specific audience and purpose

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
JAPANESE
AREAS OF STUDY
• School life
• Shopping and dining
• Leisure
• Traditions and culture

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
• Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
• Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within Japanese 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 and there will be an examination at the end of the unit.
In Units 3 & 4 Japanese, students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of a range of topics. In each topic, they interpret information, inform others, reflect upon and develop persuasive arguments.

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

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
The award of satisfactory completion for this unit will be based on the achievement of the learning outcomes. School-assessed Coursework will be designed to measure the performance of each outcome.
UNIT 2
LATIN

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• identify main ideas and specific details of content in an unseen passage
• demonstrate understanding of the use and purpose of scansion in Latin poetry
• translate a seen passage with attention to fluency and accuracy

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 1
LATIN

LEARNING OUTCOMES
On completion of Unit 1, the student should be able to:
• manipulate basic accidence and syntax in Latin sentences
• demonstrate understanding of the content of a seen passage of Latin accurately
• read a passage of Latin aloud with correct pronunciation

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.

The focus of Units 1 & 2 Latin is to enable students to understand Latin texts, especially at the level of grammar and syntax. Students make connections between Latin and English and identify the stylistic and literary conventions of Latin text. There is consideration of the underlying ideas of authentic Latin text, and its relationship to social, cultural, historical and religious context.

AREAS OF STUDY
• Grammar – Accidence and Syntax
• Literary, Stylistic and Structural Techniques
• Vocabulary
• Seen Texts

LATIN UNITS 1 & 2
The focus of Units 1 & 2 Latin is to enable students to understand Latin texts, especially at the level of grammar and syntax. Students make connections between Latin and English and identify the stylistic and literary conventions of Latin text. There is consideration of the underlying ideas of authentic Latin text, and its relationship to social, cultural, historical and religious context.

AREAS OF STUDY
• Grammar – Accidence and Syntax
• Literary, Stylistic and Structural Techniques
• Vocabulary
• Seen Texts

The focus of Units 1 & 2 Latin is to enable students to understand Latin texts, especially at the level of grammar and syntax. Students make connections between Latin and English and identify the stylistic and literary conventions of Latin text. There is consideration of the underlying ideas of authentic Latin text, and its relationship to social, cultural, historical and religious context.

AREAS OF STUDY
• Grammar – Accidence and Syntax
• Literary, Stylistic and Structural Techniques
• Vocabulary
• Seen Texts
The focus of Units 3 and 4 Latin is to enable students to understand Latin texts, particularly at the level of grammar and syntax. Students make connections between Latin and English and identify the stylistic and literary conventions of Latin texts. There is consideration of the underlying ideas of authentic Latin texts, and their relationship to social, cultural, historical and religious context.

AREAS OF STUDY
- Grammar – Accidence and Syntax
- Literary, Stylistic and Structural Techniques
- Vocabulary
- Seen Texts

LEARNING OUTCOMES
On completion of this unit the student should be able to
- demonstrate knowledge of accidence and syntax
- demonstrate understanding of content, context, purpose and style in a seen passage
- translate seen and unseen passages with attention to style and shades of meaning

ASSESSMENT
Satisfactory completion of this unit will be awarded upon the demonstration of these outcomes. The student’s level of achievement for Unit 3 will be determined by School-assessed Coursework and in the end of year examination.

UNIT 4
LATIN

LEARNING OUTCOMES
On completion of this unit the student should be able to
- analyse and explain the literary, stylistic and structural techniques used in Latin texts
- identify and discuss themes and relevant aspects of cultural/historical context in a seen text

ASSESSMENT
Satisfactory completion of this unit will be awarded upon the demonstration of these outcomes. The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and in the end of year examination.
LEGAL STUDIES UNITS 1 & 2

UNIT 1
GUILT AND LIABILITY

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

AREAS OF STUDY
• Legal foundations
• The presumption of innocence
• Civil liability

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe the main sources and types of law, and assess the effectiveness of laws
• Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios
• Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios

ASSESSMENT
Assessment tasks will be selected from: a folio of exercises, structured questions, a classroom presentation, a role-play, a debate, a report, a question-and-answer session. Tasks can be presented orally, in writing or using presentation technology. 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.

UNIT 2
SANCTIONS, REMEDIES AND RIGHTS

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

AREAS OF STUDY
• Sanctions
• Remedies
• Rights

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches
• Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies
• Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system
• Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system

ASSESSMENT
Assessment tasks will be selected from: a folio of exercises, structured questions, a classroom presentation, a role-play, a debate, a report, a question-and-answer session. Tasks can be presented orally, in writing or using presentation technology. 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.
UNIT 3
RIGHTS AND JUSTICE

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

AREAS OF STUDY
• The Victorian criminal justice system
• The Victorian civil justice system

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice
• Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice

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

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

UNIT 4
THE PEOPLE AND THE LAW

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

AREAS OF STUDY
• The people and the Australian Constitution
• The people, the parliament and the courts

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Discuss the significance of High court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making
• Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law

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

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

NOTE
- Progression along a pathway is dependant upon demonstration of a thorough understanding of the previous course
- Mathematical Methods Units 3 & 4 is required to study Specialist Mathematics Units 3 & 4
GENERAL MATHEMATICS 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
- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and nonlinear relations
- Statistics

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

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

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

FURTHER MATHEMATICS UNITS 3 & 4

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

AREAS OF STUDY
- Core material: ‘Data analysis’ and ‘Recursion and financial modelling’
- Applications: Two modules are to be completed in their entirety, from a selection of four possible modules to be decided by the School: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Define and explain key concepts and apply related mathematical techniques and models as specified in the Areas of Study in routine contexts
- Select and apply the mathematical concepts, models and techniques as specifies in Areas of Study in a range of contexts of increasing complexity
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

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

The student’s level of achievement will be determined by School-assessed 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.
SPECIALIST MATHEMATICS UNITS 1 & 2

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

AREAS OF STUDY
• Algebra and structure
• Arithmetic and number
• Discrete mathematics
• Geometry, measurement and trigonometry
• Graphs of linear and nonlinear relations
• Statistics

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

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

MATHEmatical METHODS UNITS 1 & 2

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

AREAS OF STUDY
• Functions and graphs
• Algebra
• Rates of change and calculus
• Probability and statistics

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

ASSESSMENT
The award of satisfactory completion for each of these units will be based on the achievement of the learning outcomes. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.
Mathematical Methods Units 3 & 4 is a fully prescribed course with a calculus emphasis. The focus of the course is to provide an appropriate foundation for further studies in courses such as Science, Commerce, Engineering and Medicine.

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

AREAS OF STUDY
- Functions and graphs
- Calculus
- Algebra
- Probability and statistics

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

ASSESSMENT
The award of satisfactory completion for each of these units will be based on the achievement of the set of outcomes. The student’s level of achievement will be determined by School-assessed 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 Units 3 & 4 are intended for those with strong interests and abilities in mathematics and for those who wish to undertake further study in mathematics and related disciplines. The focus of these units is to highlight mathematics structure and proof and to extend and develop material from Mathematical Methods Units 3 & 4.

AREAS OF STUDY
- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

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

ASSESSMENT
The award of satisfactory completion for each of these units will be based on the achievement of the set of outcomes. The student’s level of achievement will be determined by School-assessed 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 students’ performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

AREAS OF STUDY

• Performance.
• Preparing for performance
• Music language

LEARNING OUTCOMES

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

• Prepare and perform a program of group and solo works
• Demonstrate and discuss techniques relevant to the performance of selected works
• Identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.

UNIT 2
MUSIC PERFORMANCE

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the works of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

AREAS OF STUDY

• Performance
• Preparing for performance
• Music language
• Organisation of sound

LEARNING OUTCOMES

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

• Prepare and perform a program of group and solo works
• Demonstrate and discuss techniques relevant to performance of selected works
• Re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted
• Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance

ASSESSMENT

The award of satisfactory completion for a unit is based on whether the students has demonstrated the set of outcomes specified for the unit. School based assessment tasks will be designed to measure the performance of each outcome and students will receive a grade of A+ to E for each of these tasks.
UNIT 3
MUSIC PERFORMANCE

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end of year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

AREAS OF STUDY
• Performance
• Preparing for performance
• Music language

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions
• Demonstrate and discuss techniques relevant to performance of selected works
• Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works

ASSESSMENT
The student’s level of achievement in Unit 3 will be determined by School-assessed coursework. School-assessed Coursework for Unit 3 will contribute 20% to the study score.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
UNIT 4
MUSIC PERFORMANCE

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end of year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

AREAS OF STUDY
• Performance
• Preparing for performance
• Music language

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions
• Demonstrate and discuss techniques relevant to refining the performance of selected works
• Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by School-assessed coursework which will contribute 10% to the study score.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
UNIT 1
WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

This unit focuses on how physics explains phenomena which may include the very large (the Universe) and the very small (subatomic particles). The energy changes associated with each topic will be identified and evaluated. The study of thermodynamics will consider various heating processes as well as the concepts of temperature, energy changes and work done by heat energy. These concepts are applied to the environmental impacts on the Earth’s thermal systems; in particular, the enhanced greenhouse effect.

In the study of matter, the currently accepted theory of how the universe was formed is examined and this theory is used to explain the origins of atoms, time and space. The structure of the atom and subatomic particles are studied in depth by examining the various forces within a nucleus and the energy changes associated with nuclear reactions. The use of radioactive materials in everyday life are considered as well as safety precautions for these uses.

In the study of current electricity, simple circuits will be analysed in contexts of battery operated DC devices, household electricity, and students will investigate the properties of various electronic transducers. Basic principles of electrical safety are developed through the study of household safety mechanisms and the effect of electric current on the human body.

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

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community
- Explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus
- Students undertake quantitative investigations involving at least one independent, continuous variable and write reports using Word and Excel

ASSESSMENT
- Tests
- Practical Reports
- Assignment
- Mid year examination
PHYSICS UNIT 2

UNIT 2
WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

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

The optional topic for 2018 will be selected from the following:
• How do forces act on the human body?
• How can AC electricity charge a DC device?
• How do heavy things fly?
• How is radiation used to maintain human health?
• How can human vision be enhanced?

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

AREAS OF STUDY
• How can motion be described and explained?
• Optional topic
• Practical investigation

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Investigate, analyse and mathematically model motion in the earth’s gravity field
• Consider the principles of Physics in the selected option and apply these principles to applications in the community
• Use scientific research methodologies to devise and carry out a practical investigation
• Perform experiments and write reports using Word and Excel

ASSESSMENT
• Tests
• Practical reports
• End of year examination
• A report of an extended practical investigation (student-designed or adapted) using an appropriate format, for example, a scientific poster, practical report, oral communication or digital presentation
UNIT 3

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this area of study, students examine the similarities and differences between three force fields: gravitational, electric and magnetic. Field models are used in Physics to explain the motion of objects when there is no apparent contact between the objects. They explore how positions in a field determine the potential energy and the force on an object.

Students use Newton’s laws to investigate motion in one and two dimensions; to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein’s theory of special relativity provides a better model. Students compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Using the concepts of electric fields students use empirical evidence and models of electric, magnetic fields and electromagnetic effects to explain how electric motors work, and electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems and to the working of particle accelerators.

AREAS OF STUDY

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

LEARNING OUTCOMES

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

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

ASSESSMENT

• School-assessed Coursework for Unit 3 will contribute 21% to the study score
• End of year examination
UNIT 4
HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation. Students further investigate light by using a particle model to explain its behaviour.

A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake an investigation involving at least two continuous independent variables.

AREAS OF STUDY
• How can waves explain the behaviour of light?
• How are light and matter similar?
• Practical investigation

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe the transfer of energy using waves
• Apply wave concepts to analyse, interpret and explain the behaviour of light
• Provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence
• Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster

ASSESSMENT
• School-assessed Coursework for Unit 4 will contribute 19% to the study score
• End of year examination 60%
• A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4. The findings of the investigation are presented in a scientific poster format.
### UNIT 1
**HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**

In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

**AREAS OF STUDY**
- How does the brain function?
- What influences psychological development?
- A student-directed research investigation

**LEARNING OUTCOMES**

On completion of this unit the student should be able to:
- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning
- Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques

**ASSESSMENT**
- Tests and examination
- A logbook of practical activities
- A report of an investigation into brain function and/or development

### UNIT 2
**HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**

In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

**AREAS OF STUDY**
- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- A student-directed practical investigation

**LEARNING OUTCOMES**

On completion of this unit the student should be able to:
- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently
- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data

**ASSESSMENT**
- Tests and examination
- A logbook of practical activities
- A report of an investigation into internal and/or external influences on behaviour
In this unit, students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how the mechanisms of learning and memory lead to the acquisition of knowledge, the development of new capabilities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence memory and learning.

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

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Explain how the structure and function of the nervous system enables a person to interact with the external world and analyse the ways in which stress can affect nervous system functioning
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information

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

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

In this unit, students examine the nature of consciousness and how changes in the levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use a specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and to the development of an individual’s mental functioning and wellbeing.

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

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

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

School based assessment tasks will be designed to measure the performance of each outcome and will contribute 24% of the final assessment. The end of year examination covering both Units 3 & 4 will contribute 60%.
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 **2019**, Fintona is offering Theatre Studies at VCE levels 3 & 4.
UNIT 4  
PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students’ work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

AREAS OF STUDY
• Researching and presenting theatrical possibilities
• Interpreting a monologue
• Analysing and evaluating a performance

LEARNING OUTCOMES
On completion of this unit the student should be able to:
• Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene
• Analyse and evaluate acting, direction and design in a production

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework for Unit 4 will contribute 15% to the study score.

The level of achievement for Units 3 and 4 is also assessed by a monologue examination and an end of year written examination.

The monologue examination will contribute 25% to the study score. The written examination will contribute 30% to the study score.
UNIT 3
DEIVED ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website. In this unit the terms character, performance, story and style can be understood as one or more characters, performances, stories or styles.

AREAS OF STUDY

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

LEARNING OUTCOMES

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

- Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived
- Analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- Analyse and evaluate a professional drama performance

ASSESSMENT

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. Contribution to final assessment School-assessed Coursework for Unit 3 will contribute 30% to the study score.

UNIT 4
DEIVED SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

AREAS OF STUDY

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

LEARNING OUTCOMES

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

- Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
- Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

ASSESSMENT

School-assessed Coursework for Unit 4 will contribute 10%. The student’s level of achievement in Unit 3 and 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. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies.

Visual communication design relies 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 and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.

Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process.

Throughout the study, students explore manual and digital methods to develop and refine presentations. During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

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 communications 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 folio of drawings for different purposes
• A developmental folio of design work addressing a brief
• A written report
• Examination
UNIT 2
APPLICATIONS OF VISUAL COMMUNICATION DESIGN WITHIN DESIGN FIELDS

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. 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 in context
- 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 developmental folio of design work addressing a brief
- A folio of type and imagery communications
- A folio of technical drawings
- Examination
UNIT 3  
VISUAL COMMUNICATION DESIGN PRACTICES

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
- Develop awareness of trademark and copyright legal obligations of designers
- Discuss how design decisions are influenced by a range of factors
- Access and reference research material from a range of sources
- Apply visualisation drawing methods to explore and generate ideas
- Apply rendering techniques to show form, surface texture, light, shade and shadow

ASSESSMENT
- Create visual communications for specific contexts, purposes and audiences that are informed by the analysis of existing communications in various fields
- Discuss in the form of written or visual report how visual communications are designed and produced in the design industry
- Prepare a brief and produce a folio of research and generated ideas relevant to the brief
UNIT 4
VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication 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 and conveys ideas to the target audience.

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

AREAS OF STUDY
- Development, refinement and evaluation
- Final presentations

LEARNING OUTCOMES
On completion of this unit the student should be able to:
- Apply design thinking to support the application of the stages of the design process
- Select and apply a range of manual and digital methods, materials, media, design elements, design principles, presentation formats and conventions to develop concepts
- Test and evaluate the suitability and quality of design concepts
- Refine concepts in light of evaluation and reflection
- Apply techniques to progressively record decision making and development of design concepts for two different communication needs
- Devise and deliver a pitch that supports the presentation of refined concepts

ASSESSMENT
- A folio that documents conceptual and visual developments in relation to their developed brief and folio from Unit 3
- Two distinctly different visual communication presentations that satisfy the needs established in the 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 examination.
- School-assessed Coursework - 25%
- School assessed tasks - 40%
- End of year exam - 35%
Further details and information about study designs and administration of the VCE can be found at the VCAA website:
www.vcaa.vic.edu.au

Further details about tertiary admission and ATAR calculation and scaling can be found at the VTAC website:
www.vtac.edu.au

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

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

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

**SAC**
School-assessed 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, Technical and Further Education (TAFE) institutes and other providers participating in the joint selection system. VTAC is responsible for calculating and distributing the ATAR.