



MARYMEDE
CATHOLIC COLLEGE
— In the way of Mary —

2017 - SENIOR CERTIFICATES SUBJECT INFORMATION HANDBOOK

Should you require any further information, the following people are able to assist you with your enquiries:

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Timeline for Enrolment & Course Selection Procedures

Monday July 18 (Period 4)	Senior Certificates Overview Assembly
Monday July 18 7:00pm – 8:00pm	Senior Certificates (VCE/VET/VCAL) Information Evening
Thursday July 28	Online subject selection portal opens
Monday August 1	Subject Counselling Interviews
Monday August 8	Online subject selection portal closes
Tuesday August 9	Deadline for signed subject selection receipt to be submitted

NOTE: Subject selection timeline is subject to changes

Career Advice Year 11

Choosing courses for year 11 can be both exciting and challenging for any young person.

- Do they choose VCE or VCAL?
- Do they include VET or SBAT?

Victorian Certificate of Applied Learning (VCAL)

VCAL is not an “easy option”. It is a particular type of learning that is for students who want to study for a more direct pathway into the workforce.

Victorian Certificate of Education (VCE)

There are good reasons for selecting a VCE program:

1. The ATAR attached to the study of VCE subjects offers your son/daughter a pathway to further study at a University or a TAFE, if they so choose.
2. Your son/daughter enjoys the subjects and the content is interesting to him/her.
3. A VCE subject may be a prerequisite (must have) for the pathway your son/daughter is thinking about at the moment, or it is a recommended subject for that pathway.
4. Some prospective employers look favourably on applicants who have achieved a VCE certificate.
5. The VCE offers a diverse, challenging and interesting range of for some students.

It is important to choose subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

What you should consider when making subject selection?

1. Check the prerequisites subjects for university or TAFE courses of interest to you.
2. What subjects are you interested in?
3. Do you enjoy that field of study?

4. What are you good at?
5. What are your career aspirations?
6. What has your past performance been like? Do you have some ability in the type of subject?
7. How have you performed in previous years?
8. Are your career aspirations realistic given your past performance?
9. Do some career research – what is the most appropriate pathway for you to achieve your career goals?

Guidelines

- Check out each subject:
- Read subject descriptions and course outlines;
- Talk to heads of departments and teachers of each subject;
- Look at books and materials used in the subject;
- Listen carefully at subject selection talks;
- Talk to students who are already studying the subject

The Victorian Certificate of Education (VCE)

Introduction

In Years 11 and 12 students undertake studies accredited by the Victorian Curriculum and Assessment Authority (VCAA). These studies form the basis for the award of the Victorian Certificate of Education (VCE) by that body.

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The VCE incorporates a large number of possible subjects which enables students to develop a course of study which provides them with the skills and knowledge they will need to follow these various pathways.

Organisation of Studies

Teaching/Learning within the VCE is divided into STUDIES, which are undertaken in UNITS. Each UNIT is presented over one SEMESTER (half-year or two terms). Most Studies have four Units. Units 1 and 2 (usually taken in Year 11) may be taken individually. Units 3 and 4 (usually taken in Year 12) must be taken together. Such unit couplings are called SEQUENCES.

Each Study includes Learning Outcomes set by the VCAA which form the basis of satisfactory completion of VCE Units. Each VCE Unit includes a set of two to four Outcomes.

Satisfactory Completion of a Unit

In order to satisfactorily complete a Study, the students must demonstrate achievement of all Outcomes. The school, in accordance with the VCAA assessment guidelines, determines whether or not an Outcome has been met satisfactorily.

A student is awarded a UNIT RESULT of Satisfactory (S) only if ALL of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level.

A student is awarded a UNIT RESULT of N if one or more of the Learning Outcomes within the Unit have NOT been demonstrated to a satisfactory level, or his/her attendance at class does not meet the minimum requirement.

- Students undertake a STUDY which is made up of UNITS.
- Each Unit is made up of OUTCOMES.

- In order to demonstrate satisfactory understanding of an Outcome, students undertake ASSESSMENT in the forms of SACs and SATs.

Assessment of a Unit

In order for students to demonstrate satisfactory completion of Outcomes, they will be required to undertake a number of assessment tasks. Assessment tasks that are set to demonstrate understanding of an outcome are referred to as School Assessed Coursework (SACs) or School Assessed Tasks (SATs). All such tasks must be completed punctually by all students undertaking that Study.

The nature of such tasks depends on the Study being undertaken. These tasks may include:

- Classroom Exercises
- Folios of Work
- Research Reports
- Practical Exercises
- Tests and Examinations

In Units 3 & 4, the SACs and SATs are reported to the VCAA and contribute towards the student's Australian Tertiary Admission Rank (ATAR) score. Alongside the SACs and SATs, each Unit 3 & 4 Study has at least one examination that is set, marked and graded externally by the VCAA.

Satisfactory Completion of The VCE, Study Scores and the ATAR

In order to satisfactorily complete the Victorian Certificate of Education a student is required by VCAA to gain an S result in:

A TOTAL of 16 UNITS or more, which must INCLUDE - At least 3 UNITS of ENGLISH STUDIES, and at least 3 ADDITIONAL UNIT 3/4 SEQUENCES.

When a student successfully completes all assessment work in a Unit 3 & 4 sequence for a Study and undertakes the end of year VCAA examination, they receive a Study Score for that Study. A Study Score is a RANKING out of 50 which demonstrates how a student has achieved in comparison to all other students in the state of Victoria who have undertaken the same Study.

When a student successfully completes at least four Unit 3 & 4 sequences, the student is eligible for an ATAR. The ATAR is calculated by the Victoria Tertiary Admissions Centre (VTAC). It is a ranking based on a student's Study Scores. Up to six Study

Scores can be used to contribute to the ATAR, but only a student's top four subjects (which must include English) count fully. The fifth and sixth subject can add up to 10% to the ATAR score depending on how well a student achieves in that subject.

The GAT (General Assessment Test)

All students who are undertaking a Unit 3 & 4 sequence must undertake the General Achievement Test which takes place during the June examination period. The GAT is used for a variety of purposes and it is therefore essential that students take it very seriously. A number of tertiary institutions are making use of the GAT as a part of their entrance requirements into certain courses, especially ones which require an interview. Also, the GAT is used in matters of Special Provision. This is explained more fully in the Procedural Handbook.

Further Information Regarding the VCE

Further Information regarding to the procedures of the VCE are available in the Procedural Handbook which is distributed in January each year. Information outlines there includes issues of assessment submissions, day-to-day requirements of the VCE and applications for Special Provision.

VCE Studies Offered

While VCE Studies detailed elsewhere in this Handbook may be offered, not all Studies will run each year. Whether or not a subject runs will depend on the number of students enrolled in that subject and the capacity of the school to timetable the subject.

Marymede Catholic College will make every effort to ensure that all students end up in a program which suits their needs and abilities. To assist this, students will be required to list alternate subjects during course planning should their first options not be available.

The Structure of the Year 11 VCE Curriculum

Introduction

Units 1 & 2 are a significant part of the VCE studies. While the SACs and SATs undertaken during Units 1 and 2 do not contribute to a student's ATAR score, the studies undertaken during this time is fundamental as they provide a basis to all the knowledge and skills required during Units 3 & 4. Students must select the Studies they undertake during Unit 1 & 2 wisely to ensure the best possible results during Unit 3 & 4.

Students in Year 11 complete six subjects (6 x 8 periods a cycle)

The Structure of the Year 11 Curriculum

Subject – Unit 1 & 2	Period Allocation	Requirement
Religion & Society	8	Compulsory
English or Literature	8	Compulsory
Elective 1	8	Student Choice
Elective 2	8	Student Choice
Elective 3	8	Student Choice
Elective 4	8	Student Choice

Other Information

Students:

- Need to choose 2 Units of English at Year 11 and at Year 12.
- Need to complete Unit 1 and 2 Religion and Society in Year 11.
- Need to select options that provide them with the best opportunities to pursue the most appropriate career options for their future.

Students may also arrange to undertake a Unit 3 & 4 LOTE Study through another institution outside of school hours. If students are undertaking subjects outside of the College and this study is negatively impacting on the student's other subjects, the College expects that the external subject would be discontinued.

Completing the VCE part time

In special circumstances, students may wish to investigate completing their VCE over the course of three years. Please see the Head of Secondary School or the Head of Learning and Teaching to discuss this option further.

The Structure of the Year 12 VCE Curriculum

Introduction

Students in Year 12 complete five subjects (5 x 8 periods a cycle) and complete a series of Religious Education seminars. Timetables will also include pastoral care, assembly and study periods.

The Structure of the Year 12 Curriculum

Subject – Unit 3 & 4	Period Allocation	Requirement
English or Literature	8	Compulsory
Elective 1	8	Student Choice
Elective 2	8	Student Choice
Elective 3	8	Student Choice
Elective 4	8	Student Choice

Reduced studies

In exceptional circumstance, students may opt to do four subjects in Year 12, although this will also be a matter for approval by the College under very specific circumstances.

VCE Studies to be offered at Marymede

Introduction

In the following pages, you will find information about the VCE Studies that will be on offer in 2016.

For each subject, you will find a brief course outline and then a description of the areas of study and possible assessment that will be undertaken.

Please be aware that some subjects require prerequisites and recommended studies which are also listed. We encourage you to consider the pathways you wish to explore in the future, as this will impact significantly on your subject choice.

Students will undertake assessment tasks during their VCE. The weighting of Units 1 and 2 are decisions that can be made by Marymede Catholic College.

However, the VCAA formally sets the weighting for each piece of assessment undertaken in Units 3 and 4. The weightings are used to generate a Study Score which is derived from student performance in assessment tasks and exams.

Areas of Study - VCE

To assist your course planning, subjects have been allocated into areas as follows:

Domain Area	Unit 1 & 2 Subjects	Unit 3 & 4 Subjects
Religious Education	Religion & Society	Seminar Program
English	English	English
	Literature	Literature
Mathematics	Specialist Mathematics	Specialist Mathematics
	Mathematical Methods	Mathematical Methods
	General Mathematics	Further Mathematics
Humanities	Accounting	Accounting
	Business Management	Business Management
	History – 20 th Century	History – Revolutions
	Economics	Economics
	Geography	Geography
	Legal Studies	Legal Studies
Sciences	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
	Psychology	Psychology
LOTE	Italian	Italian
	Japanese	Japanese
		Indonesian
Health & Physical Education	Health & Human Development	Health & Human Development
	Physical Education	Physical Education
	Outdoor & Environmental Studies	Outdoor & Environmental Studies
Performing Arts	Drama	Drama
	Music Performance	Music Performance
Visual Arts	Studio Arts	Studio Arts
	Visual Communication Design	Visual Communication Design
	Media	Media

Domain Area	Unit 1 & 2 Subjects	Unit 3 & 4 Subjects
Design & Technology	Product D & T – Textiles	Product D & T – Textiles
	Product D & T – Wood	Product D & T – Wood
	Food Technology	Food Technology
	Computing	Informatics

VET (Vocational Education & Training)	
VET	<ul style="list-style-type: none"> • Certificate II Building and Construction (Carpentry) 22216VIC - Units 1-4 • Certificate III Laboratory Skills MSL30109 - Units 1-2 • Certificate III Music CUS30109 - Units 1-2 • Certificate II Applied Languages 22149VIC - Units 1-2 • Certificate II Dance CUA20113 - Units 1-2 • Certificate III Sport and Recreation SIS30513 - Units 1-4 • Certificate III in Screen & Media CUA31015 - Units 1-2 • Certificate II in Furniture Making MSF20313 - Units 1-2 • Certificate II in Engineering Studies 22209VIC - Units 1-4

Unit 1 & 2 Religion and Society

Learning Area: Religion

Description

This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and which these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues. This study is also designed to enable the ways in students to appreciate the dynamic process of interaction between society and religions in general as each shapes, and is shaped, by the other.

Areas of Study

Unit 1 Religion in Society

Explore the origins of religion, identifying the nature and purpose of religion past and present. Investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Throughout this unit at least two religious traditions will be studied.

Unit 2 Ethics and Morality

Ethics is a discipline that investigates morality. It is particularly concerned with the justification for moral choices – the argument and reasoning behind them. Ethics is not just a matter of individual awareness and personal decision- Family, community and traditional connections tie people together and provide an ethical background to what individuals do, supporting some choices and disapproving of others. Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to legal and social systems, and constitute the everyday

categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.

Assessment

Unit 1

Students will be required to explain the role of religion in society. They will be required to explain the expression of collective identity of particular religious traditions in Australia, and the interactions of these religious traditions with other religious traditions and wider society. They will also be required to recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition. Students will produce reports in multimedia format and they will engage in classroom debates. They will complete analytical and identification exercises as well as participate in oral presentations and interviews. Students will complete written exercises, tests and write essays.

Unit 2

Students will be required to explain ethical decision-making in pluralist society. They will be required to explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society. They will also be required to analyse and evaluate two or more debates on contemporary ethical issues in pluralist society. Students will produce reports in multimedia format and they will engage in classroom debates. They will complete analytical and identification exercises as well as participate in oral presentations and interviews. Students will complete written exercises, tests and write essays.

Pathways

Unit 1 R & S (Semester 1) → Unit 3 & 4 R & S
Unit 2 R & S (Semester 2) → Unit 3 & 4 R & S

Unit 3 & 4 Religion and Society (accelerated)

Learning Area: Religion

Description

This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and the ways in which these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues. This study is also designed to enable students to appreciate the dynamic process of interaction between society and religions in general as each shapes, and is shaped, by the other.

Areas of Study

Unit 3 - The Search for Meaning

Across time and cultures, humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

Students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

Unit 4 - Challenge and Response

The focus is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.

Assessment

Unit 3

Students will be required to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition. They will be required to analyse the maintenance of religious beliefs for continuity in religious traditions. Students will need to explain and draw conclusions about the interplay between religious beliefs and significant life experiences. Students will produce reports in written or multimedia format. They will write essays and complete case studies. They will complete analytical exercises which include structured questions. Students will complete a media analysis and an oral presentation. They will complete tests and write extended responses.

Unit 4

Students will be required to analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s. They will be required to analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenge. Students will produce reports in written or multimedia format. They will write essays and complete case studies. They will complete analytical exercises which include structured questions. Students will complete a media analysis and an oral presentation. They will complete tests and write extended responses.

Unit 1 & 2 English

Learning Area: English

Description

Unit 1

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

Unit 2

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

Areas of Study

Unit 1

Area of Study 1: On completion of this unit the student should be able to produce analytical and creative responses to texts.

Area of Study 2: The student should also be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

Area of Study 1: On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts. T

Area of Study 2: he student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

Unit 1

Assessment tasks will include:

- Analytical Response to a set text
- Creative Response to a set text
- Analysing Argument Essay

- Persuasive Oral Presentation

Unit 2

Assessment tasks will include some of the following:

- Comparative Analytical Response to set texts
- A persuasive text that presents an argument or viewpoint
- Analysing Argument Essay

Pathways

Unit 3 & 4 - English

Unit 3 & 4 English

Learning Area: English

Description

Unit 3

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

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

Unit 3

Area of Study 1: On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2: On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

Area of Study 1: On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2: On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

Unit 3

- Analytical Response to a set text
- Creative Response to a set text
- Analysing Argument Essay

Unit 4

- Comparative Analytical Response to set texts
- Persuasive Oral Presentation

Unit 1 & 2 Literature

Learning Area: English

Description

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.

Unit 2: Context and Connections

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

Unit 1

Area of Study 1: On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Area of Study 2: On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2

Area of Study 1: On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Area of Study 2: On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

Unit 1:

- Analytical Oral Presentation
- Creative Response to a text
- Views and Values Essay

Unit 2:

- Creative Response to a text
- Passage Analysis
- Dialogic Comparative Essay

Pathways

Unit 3 & 4 - Literature

Unit 3 & 4 Literature

Learning Area: English

Description

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.

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

Unit 3

Area of Study 1: On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Area of Study 2: On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Unit 4

Area of Study 1: On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Area of Study 2: On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

Unit 1-4 Mathematics

Learning Area: Mathematics

Description

The studies of Mathematics are very important for many future pathways into tertiary education and employment. Along with English, Mathematics is often a basic prerequisite for access into specific areas of tertiary studies. Students must be aware of any prerequisites that apply to their future choices. Students must also be aware that different universities may have different prerequisites from each other for a similar course. Similarly, apprenticeship & TAFE courses can also be planned for, through Mathematics pathway choices.

The Mathematics subject selection follows sequences. Students who undertake Advanced Mathematics at Year 10 will be able to choose Maths Methods or Specialist Mathematics or General Maths in Year 11. Students who undertake Standard Mathematics at Year 10 will usually be able to choose General Mathematics or Foundation Maths at Year 11. Students who undertake Maths for work at Year 10 will be able to choose Foundation Maths or the VCAL pathway.

Areas of Study

VCE (Unit 1 & 2)

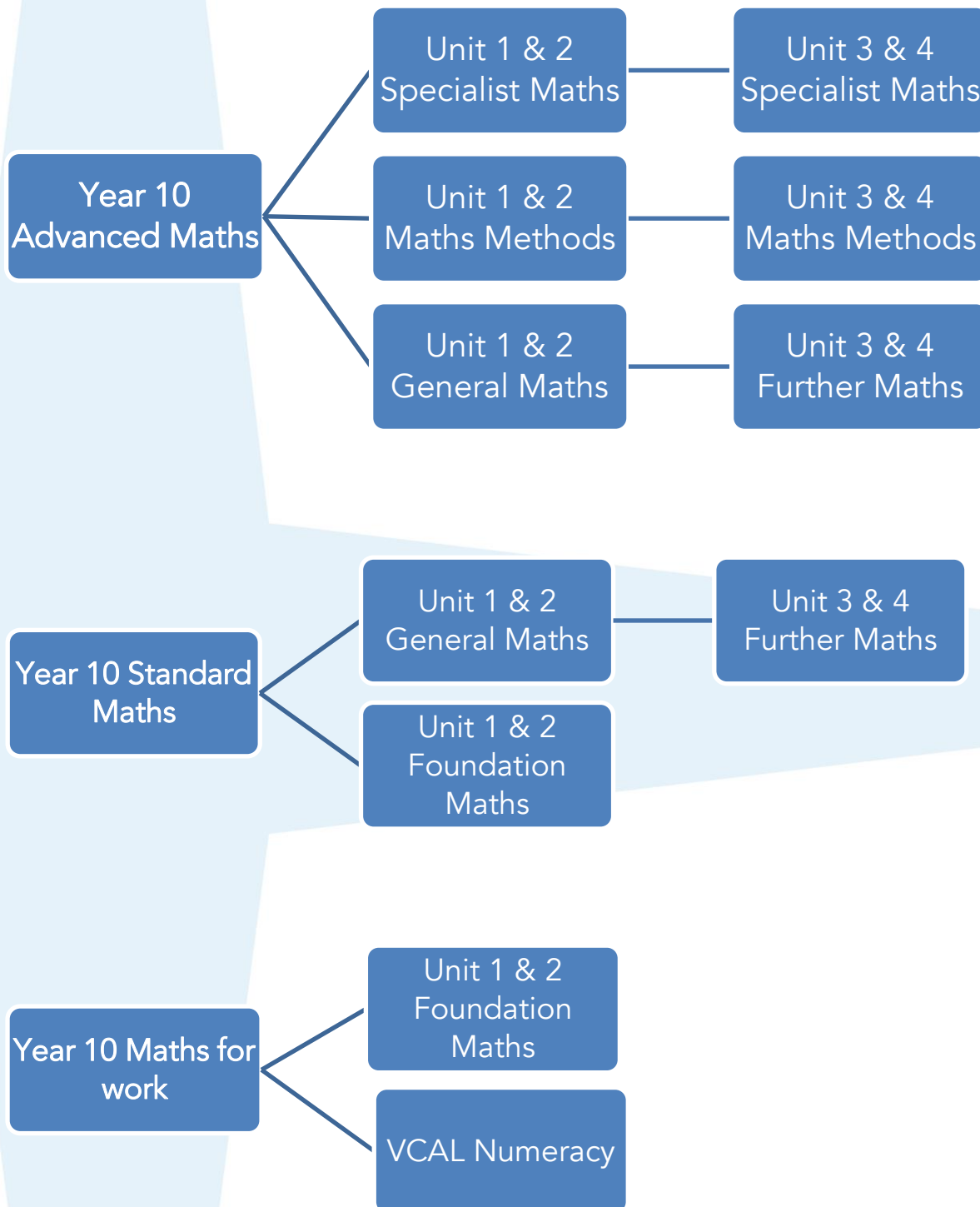
Foundation Mathematics
General Mathematics
Mathematics Methods
Specialist Mathematics

VCE (Unit 3 & 4)

Further Mathematics
Mathematics Methods
Specialist Mathematics

Note: Conditional - Should be interpreted as meaning only in exceptional circumstances and must include strong teacher recommendation and consistently high test and assessment task achievements.

Pathways



Unit 1 & 2 Foundation Mathematics

Learning Area: Mathematics

Description

VCE Units 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

Areas of Study

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology.

Assessment

Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Demonstration of achievement of Outcomes 1 and 2 are based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park.
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting.

- tests of mathematical skills developed across application contexts.

For each unit the student is required to demonstrate achievement of all three outcomes. Outcomes 1 & 2 require students to use and apply a range of mathematical concepts, skills and procedures on a range of everyday and real-life contexts in both familiar and new contexts, and communicate their results. Outcome 3 requires students to select and use technology to solve problems in practical contexts related to Outcomes 1 & 2.

Unit 1 & 2 General Mathematics

Learning Area: Mathematics

Description

Units 1&2 General Mathematics provide the necessary knowledge and skills to attempt Units 3&4 Further Mathematics. Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

Areas of Study

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They are required to develop relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of a CAS calculator for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

Assessment

Demonstration of achievement of **Outcome 1** should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes.

Demonstration of achievement of **Outcome 2** should be based on the student's performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of **Outcome 3** should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Unit 3 & 4 Further Mathematics

Learning Area: Mathematics

Description

Further Mathematics consists of two areas of study, a compulsory Core area of study consisting of 'Data Analysis' and 'Recursion and Financial Modelling' to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. For each module there are related topics in General Mathematics Units 1 and 2. It is advised that any student undertaking Units 3 and 4 Further Mathematics to have completed Units 1 and 2 General Mathematics.

Outcome 1

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 'Data analysis' and 'Recursion and financial modelling' in routine contexts.

Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in 'Data analysis' and 'Recursion and financial modelling' in a range of contexts of increasing complexity.

Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of a CAS calculator to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. The type and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design and include a variety of modelling and problem solving analysis tasks.

Unit 1 & 2 Mathematics Methods

Learning Area: Mathematics

Description

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

Areas of Study

Functions and Graphs

Students explore graphical representation of simple algebraic functions of a single key variable and the key features of functions and their graphs.

Algebra

This area of study supports students' work in the 'Functions & Graphs' and 'Probability & Statistics' areas of study.

Calculus

Students learn first principle approaches to differentiation, differentiation and anti-differentiation of functions.

Probability and Statistics

Students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events and their applications.

Assessment

The student's level of achievement for Units 1 and 2 will be determined by School-assessed Coursework. Demonstration of outcomes will be based on a selection of assessment tasks such as assignments, tests, modelling and problem-solving tasks.

Unit 3 & 4 Mathematics Methods

Learning Area: Mathematics

Description

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Areas of Study

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. The type and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design and include a variety of modelling and problem solving application tasks.

Unit 1 & 2 and Units 3 & 4 Specialist Mathematics

Learning Area: Mathematics

Description

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4.

Areas of Study

VCE Units 1&2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

VCE Units 3&4

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Assessment

VCE Units 1&2

All elements of assessment will be school based. Two school assessed coursework tasks (SACs) for each unit will form the basis of satisfactory completion of the courses. Topic tests and end of semester examinations will form the basis of standards of achievement.

VCE Units 3&4

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. The type and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design and include a variety of modelling and problem solving application tasks.

Unit 1 & 2 Accounting

Learning Area: Humanities

Description

Unit 1 focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information.

Areas of Study

Unit 1

Area study 1 – Going into Business

In this area of study students investigate the reasons for establishing a small business, factors that lead to success or failure, sources of finance and how pre-operational decisions are made.

Area study 2 – Recording financial data and reporting accounting information

In this area of study students investigate the role of accounting in the generation of financial data and accounting information for the owner of a service business. The focus is on the recording of financial data and the reporting of accounting information using a single entry recording system.

Assessment

Assessment tasks includes one or more of the following:

- A folio of exercise manual and ICT
- A case study (manual and/ or ICT)
- A test (manual and /or ICT)
- A report (written, oral or multimedia)

Areas of Study

Unit 2

Area study 1- Recording financial data and reporting accounting information

In this area of study students record financial data and report accounting information for a single activity sole trader using the single entry accounting system.

Area Study 2 - ICT in Accounting

In this area of study students develop an understanding of the role of ICT in the accounting process. Students use a commercial accounting software package to record financial data and report accounting information for a single activity sole trader, and to demonstrate their understanding of the importance of ICT in the accounting process.

Area study 3- Evaluation of business performance

This area of study focuses on an evaluation of the performance of a business using particular criteria such as stock and debtors. Based on this information, students discuss strategies that may improve business performance.

Assessment

The student's performance will be assessed using one or more of the following:

- structured questions
- a folio of exercises (manual and/or ICT)

Pathways

Unit 3 & 4 Accounting

Unit 3 & 4 Accounting

Learning Area: Humanities

Description

Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting.

Unit 4 provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business. They interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business

Areas of Study

Unit 3

Area of study 1 - Recording financial data

This area of study focuses on identifying and recording financial data for a single activity sole trader. Students record data using double entry accounting to provide the owner with accounting information, enabling the owner to make informed decisions about the operation of the business

Area of study 2 - Balance day adjustments and reporting accounting information

This area of study focuses on preparation of financial reports at the end of the reporting period that provides information for planning and decision making by the owner of a small business. Students complete the accounting processes required at balance day and apply the accrual method of accounting in the preparation of accounting reports and they identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.

Assessment

Student's level of achievement will be determined by School-assessed Coursework and a mid-year examination

Assessment tasks includes one or more of the following:

- A folio of exercise manual and ICT
- A case study (manual and/ or ICT)
- A test (manual and /or ICT)
- A report (written, oral or multimedia)

Areas of Study

Unit 4

Area of study 1- Extension of recording and reporting

Students to build on their knowledge of the accounting system developed in Unit 3 based on accrual-based reporting system. Students explore alternative depreciation methods in the recording and reporting process

Area of study 2- Financial planning and decision making

Students focus on preparing budgeted accounting reports and analysing financial and nonfinancial information for a single activity sole trader. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business

Assessment

Student's level of achievement will be determined by School-assessed Coursework and an end-year examination

The student's performance will be assessed using one or more of the following:

- structured questions
- a folio of exercises (manual and/or ICT)
- a case study (manual and/or ICT)
- a test (manual and/or ICT)
- a report

Unit 1 & 2 Business Management

Learning Area: Humanities

Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. In Unit 1 & 2, Business Management follows the process from the first idea for a business concept, to planning and establishing a business. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They focus on the establishment phase of a business's life, including legal requirements and decisions about financial record keeping, staffing and establishing a customer base. Student investigate the essential features of effective marketing and various management practices, applying this knowledge to contemporary business case studies from the past four years.

Areas of Study

Unit 1: Planning a business

- Area of Study 1: The business idea
- Area of Study 2: External environment
- Area of Study 3: Internal environment

Unit 2: Establishing a business

- Area of Study 1: Legal requirements and financial considerations
- Area of Study 2: Marketing a business
- Area of study 3: Staffing a business

Assessment

Assessment will be a mixture of research tasks and in class tests.

Unit 3 & 4 Business Management

Learning Area: Humanities

Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. Students develop an understanding of the complexity of the challenges facing decision makers in establishing, developing and managing businesses. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Areas of Study

Unit 3: Managing a business

- Area of Study 1: Business Foundations
- Area of Study 2: Managing Employees
- Area of Study 3: Operations Management

Unit 4: Transforming a business

- Area of Study 1: Reviewing performance – the need for change
- Area of Study 2: Implementing change

Assessment

Assessment will be a mixture of research tasks and in class tests.

Unit 1 & 2 History: 20th Century

Learning Area: Humanities

Description

History is the practice of understanding and making sense of the past. It studies the problems of establishing and representing what had happened, why it happened and the context in which those involved made their decisions. It draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study of history enables students to develop the skills necessary to analyse visual, oral and written source records.

Areas of Study

Unit 1 - 1919 to 1939

World War One is regarded by many as marking the beginning of the modern world because it represented such a break with the past. The post-war treaties set the stage for the rest of the century including sowing the seeds of World War Two.

The period saw both political upheaval and significant social and cultural change. These are the two themes explored in Unit 1.

Ideology and conflict

- The post-World War One treaties and their impact.
- The ideologies of the interwar period; communism, fascism, militarism and liberal democracy.
- The League of Nations, the Great Depression and the rise of fascism.

Social and cultural change

- Changes to the way people lived their lives due to technology, how society was organised and the improvement in workers' rights.
- The changing role and rights of women
- How events and regimes impacted on cultural expression

Unit 2 1945 to 2000

Following World War Two there was a great desire to not to repeat the mistakes of the Peace treaties of 1919. Despite this the period was dominated by the Cold War which impacted on the lives of almost everyone on the planet. This eventually ended in 1990 with the collapse of the Communist bloc.

As the period progressed there were numerous significant movements which changed societies were organised. The obvious examples are the Civil Rights movement in the USA and the decolonisation of Africa and Asia.

Unit 2

Competing ideologies

- What caused the Cold War? Why don't historians agree?
- The course of the Cold War.
- How the Cold War came to an end.

Challenge and change

- Why there was pressure for change.
- The Civil Rights movement in the USA
- The decolonisation experience in Asia
- An assessment of the results and consequences of change during the period

Assessment

- Primary source analysis
- An essay
- A historical enquiry
- An analysis of historical interpretations

Unit 3 & 4 History: Revolutions

Learning Area: Humanities

Description

Revolutions are the great disjuncture of modern times with their causes and effects debated by historians. Students will explore the nature of modern revolutions in Russia (1896 to 1927) and France (1774 to 1795). A key emphasis across the whole Study is the differing historical interpretations of revolutionary events and the motives of the particular individuals involved.

Areas of Study: Units 3 and 4

Area of Study 1:

Investigates the long-term and short-term triggers of revolution, how the actions of popular movements and particular individuals contribute to the revolution and the extent to which social tensions and ideological conflicts contributed to the outbreak of revolution.

Area of Study 2:

Examines the consequences of revolution and how they shaped the new order. In particular, how the new regime consolidated its power, how revolution affected the experiences of those who lived through it and to what extent society was changed and revolutionary ideas achieved.

Assessment: Units 3 and 4

Each of the following four assessment tasks must be completed over Units 3 and 4:

- A historical inquiry (similar to a research essay)
- An analysis of primary sources (including extended responses)
- An evaluation of historical interpretations
- An essay

Unit 1 & 2 and Unit 3 & 4 Economics

Learning Area: Humanities

Description

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Students gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

In Unit 1&2, students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models, investigate contemporary examples and case studies. Students examine the relationship between economic goals, environmental sustainability and prosperity and living standards. They evaluate the role of government intervention in markets and analyse specific policy measures.

In Unit 3 & 4, students explore market systems and investigate consequences of government intervention into the market. They develop an understanding of the macroeconomy and investigate the importance of international economic relationships in terms of their influence on Australia's living standards. Students examine the influences on the achievement of domestic macro-economic goals.

Areas of Study

Unit 1 The behaviour of consumers and businesses

Area of study 1: Thinking like an economist

Area of study 2: Decision making in markets

Unit 2 Contemporary Economic Issues

Area of study 1: Economic growth, long-term economic prosperity and environmental sustainability

Area of study 2: Economic efficiency and equity

Area of study 3: Global economic issues

Unit 3 Australia's economic prosperity

Area of study 1: An introduction to microeconomics: the market system, resource allocation and government intervention

Area of study 2: Domestic macroeconomic goals

Area of study 3: Australia and the world economy

Unit 4 Managing the economy

Area of study 1: Aggregate demand policies and domestic economic stability

Area of study 2: Aggregate supply policies

Area of study 3: Australia and the world economy

Unit 1 & 2 Geography

Learning Area: Humanities

Description

Do you want a course that helps you make sense of the world around you? Geography uses the skills and tools that will enable you to gain a greater understanding of our spatial existence and how the processes of the Earth work. This relationship with our environment is enhanced by two fieldwork activities.

Unit 1: Hazards and Disasters

In Unit 1 you learn about geological, hydro-meteorological, biological and technological hazards, before choosing two to study in detail. A study at different scales including FIELDWORK investigates the nature of hazards, their impact on people and the environment and how the risk to hazards may be managed and reduced.

This is the study of what happens before, during and after a natural hazards and the impact this places on the environment and its people.

Unit 2: Tourism

In Unit 2 you study contrasting examples of tourism from within Australia and elsewhere in the world. You investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments through FIELDWORK.

Assessment

Unit 1:

Fieldwork Report: Analyse, describe and explain the nature of hazards and the impacts of hazard events at a range of scales.

Structured Questions: Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2:

Data Analysis and Interpretation Portfolio: Analyse, describe and explain the nature of tourism at a range of scales.

Fieldwork Report: Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 3 & 4 Geography

Learning Area: Humanities

Description

Want to know how to fix the damage we are doing to the land through over use and over population? Geography uses the skills and tools that will enable you to gain a greater understanding of exactly how land use has changed over time and how the world's population is now dealing with this. This relationship with our environment is enhanced by a fieldwork activity.

Unit 3: Changing the Land

In Unit 3 you undertake two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world:

- Deforestation
- Desertification
- Melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

This Unit includes compulsory FIELDWORK.

Unit 4: Human Population: Trends and Issues.

In Unit 4 you undertake an investigation into the geography of human populations. You will explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. You will study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. You will examine:

- The dynamics of populations, trends and their potential issues.

- Their economic, social, political and environmental impacts on people and places.

Assessment

Unit 3:

Outcome 1: Analyse, describe and explain land use change and assess its impacts.

Two assessments:

1. Structured Questions:
2. Fieldwork Report: Analyse, describe and explain the nature of hazards and the impacts of hazard events at a range of scales.

Outcome 2: Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

One assessment:

1. Analysis of Geographic Data:

Unit 4:

Outcome 1: Analyse, describe and explain population dynamics on a global scale.

One assessment.

1. Analysis of Geographic Data.

Outcome 2: Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

One assessment.

1. Structured Questions.

Unit 1 & 2 Legal Studies

Learning Area: Humanities

Description

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the justice system.

Areas of Study

Area of Study 1: Law in Society
Area of Study 2: Criminal Law
Area of Study 3: The Criminal Courtroom

Assessment

- Case studies
- Tests
- Report in written format
- Structured questions
- Essay

Pathways

Unit 1 & 2 Legal Studies
Unit 3 & 4 Legal Studies

Unit 3 & 4 Legal Studies

Learning Area: Humanities

Description

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Areas of Study

- Area of Study 1: Parliament and the Citizen
- Area of Study 2: The Constitution and the Protection of Rights
- Area of Study 3: Role of the Courts in Law-Making

Areas of Study

- Area of Study 1 – Dispute Resolution Methods
- Area of Study 2 - Court processes and procedures, and engaging in justice

Assessment

- Case studies
- Structured questions
- Tests
- Essay
- Report in written format
- Report in multimedia format

Unit 1 & 2 Biology

Learning Area: Science

Description

VCE Biology enables student to explore the dynamic relationships between organisms and their interactions with the non-living environment. The study also explores the processes that maintain life and ensures its continuity, from the molecular world of the cell to that of the whole organism.

Areas of Study

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.

Unit 2: How is continuity of life maintained?

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

Assessment

Units 1 and 2 tasks for Outcomes 1 and 2 may be selected from:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

Unit 1 task for Outcome 3:

- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 2 task for Outcome 3:

- a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Pathways

Unit 1 & 2 – Biology → Unit 3 & 4 - Biology

Unit 3 & 4 Biology

Learning Area: Science

Description

VCE Biology enables students to investigate the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Areas of Study

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 microorganism. Students examine the key molecules and biochemical pathways 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.

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.

Assessment

Unit 3

Task for Outcome 1:

A written or multimodal report related to at least two practical activities that explain the dynamic nature of the cell in terms of key cellular processes and analyse factors that affect the rate of biochemical reactions.

Tasks for Outcome 2:

At least one task that applies a stimulus-response model to explain how cells communicate with each other and explain the human immune system using one of the following forms:

- a report of a practical activity
- annotations of activities or investigations from a practical logbook
- a bioinformatics exercise
- an evaluation of research
- media response
- data analysis
- a response to a set of structured questions

Unit 4

Task for Outcome 1

A report using primary or secondary data analysing evidence for evolutionary change, explaining how relatedness between species is determined and elaborate on the consequences of biological change in human evolution.

Task for Outcome 2:

A response to an issue OR a report of a laboratory investigation describing how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications and analyse the interrelationships between scientific knowledge and its application in society.

Task for Outcome 3

A structured scientific poster on a student-designed investigation relating to cellular processes and/or biological change and continuity over time.

Unit 1 & 2 Chemistry

Learning Area: Science

Description

Chemistry investigates and explains the material world around us. The study of the discipline of chemistry explains observed behaviours and predicts future behaviours of our material world. With the use of chemical models and theories, chemical reactions and processes are explained. Students will focus on scientific skills throughout both units. Scientific skills will be developed, used, demonstrated and assessed throughout both units.

Areas of Study

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

Students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles.

Unit 2 – What makes water such a unique chemical?

Students examine the structure and bonding within and between water particles in order to investigate solubility, concentration, pH and reactions in water. They are introduced to analytical techniques and instrumental procedures analysis and apply these to determine concentrations of different species in water samples.

Assessment

Units 1 & 2 tasks for Outcome 1 & 2 may be selected from:

- Annotation of a practical work folio or activities or investigation
- A report of a practical activity
- A modelling activity
- Media response
- Problem-solving involving chemical concepts, skills and/or activity
- A reflective journal/blog related to selected activities or in response to issue
- Data analysis

- A test comprising multiple choice and/or short answers and/or extended responses.

Unit 1: task for Outcome 3

- A report of an independent investigation of a topic selected from Area of Study 1 and/or 2, using an appropriate format.

Unit 2: task for Outcome 3

- A report of a student-designed independent laboratory investigation using an appropriate format for example digital presentation, oral presentation, scientific poster or written report.

Pathways

Unit 1 & 2 Chemistry → Unit 3 & 4 Chemistry

Unit 3 & 4 Chemistry

Learning Area: Science

Description

VCE Chemistry enables students to explore the relationship between materials and energy through the efficient production and use of energy and materials and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

Areas of Study

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

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.

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

In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. They predict the products of reaction pathways and design pathways to produce compounds from given starting molecules.

Assessment

Unit 3

Task for Outcome 1

Compare fuels quantitatively through the analysis and evaluation of stimulus material OR the writing of a report on a laboratory investigation OR the comparison of two electricity-generating cells OR a reflective learning journal/blog related to selected activities or in response to an issue.

Task for Outcome 2

At least on task that applies rate and equilibrium principles to predict how the rate and extent of reactions can be optimised using one of the following:

- annotations of at least two practical activities from a practical logbook.

- a report of a student investigation
- an evaluation of research
- analysis of data
- media analysis/response
- a graphic organiser
- an analysis of an unfamiliar chemical process
- a response to a set of structured questions

Unit 4

Task for Outcome 1

At least on task that compares the general structures and reactions of the major organic families of compounds using one of the following:

- annotations of at least two practical activities from a practical logbook.
- a report of a student investigation
- an evaluation of research
- analysis of data
- media analysis/response
- a graphic organiser
- an analysis of an unfamiliar chemical process
- a response to a set of structured questions

Task for Outcome 2

Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of food by completing a response to stimulus material OR a report of a laboratory investigation OR a comparison of food molecules OR a reflective learning journal/blog related to activities or in response to an issue.

Task for Outcome 3

A structured scientific poster of a student-designed investigation related to energy and/or food.

Unit 1 & 2 Physics

Learning Area: Science

Description

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Areas of Study

Unit 1: What ideas explain the physical world?

Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Assessment

Unit 1 tasks for Outcomes 1 - 3 and Unit 2 tasks for Outcomes 1 and 2 may be selected from:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity

- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response questions

Unit 2: task for Outcome 3

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

Pathways

Unit 1 & 2 Physics → Unit 3 & 4 Physics

Unit 3 & 4 Physics

Learning Area: Science

Description

VCE physics provides students opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics quantum physics and waves.

Areas of Study

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model to understand why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields and use Newton's laws and Einstein's theories to investigate motion.

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

In this unit student explore the use of wave and particle theories to model the properties of light and matter.

Assessment

Unit 3 tasks for Outcomes 1 – 3 and Unit 4 tasks for Outcomes 1 and 2 can be selected from:

- annotations of a least two practical activities from a practical logbook
- a report of s student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or physical model
- an explanation of the operation of device or physical model
- a proposed solution to a scientific or technological problem
- a response to structured questions
- s reflective learning journal/blog related to selected activities or in response to an issue

- a test including short answer and extended response

Unit 4 task for Outcome 3

A structured scientific poster of a student-designed investigation related to waves, fields or motion.

Unit 1 & 2 Psychology

Learning Area: Science

Description

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

Areas of Study

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.

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.

Assessment

Units 1 & 2 tasks for Outcomes 1 and 2 may be selected from:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

Unit 1: task for Outcome 3

A report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Unit 2: task for Outcome 3

A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

Pathways

Unit 1 & 2 Psychology → Unit 3 & 4 Psychology

Unit 3 & 4 Psychology

Learning Area: Science

Description

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of psychological health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Areas of Study

Unit 3: How does experience affect human behaviour and mental processes?

In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?

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

Assessment

Unit 3 tasks for Outcomes 1 and 2 - at least one task selected from the following:

- annotations of a least two practical activities from a practical logbook
- a report of s student investigation
- evaluation of research
- data analysis
- a visual presentation
- a flow chart
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test

Unit 4 tasks for Outcome 1 and Outcome 2

Outcome 1: Analysis and evaluation of stimulus material;

Outcome 2: Application of a biophysical approach using at least one task selected from the list below:

- annotations of a least two practical activities from a practical logbook
- a report of s student investigation
- evaluation of research
- data analysis
- a visual presentation
- a flow chart
- media analysis/response
- a response to a set of structured questions
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test

Task for Outcome 3

A structured scientific poster of a student-designed investigation related to mental processes and psychological functioning.

Unit 1 & 2 Italian

Learning Area: LOTE

Description

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Areas of Study

Unit 1: Topic – The family, friends and personal life.

As the family is the foundation of the social structure in Italy, in this unit student's look at the changing aspects of the family – from the strong patriarchal family of the past to the modern structure of the nuclear, extended and blended family. Students look at these areas in the context of their own family, and are able to talk and write about themselves, their future aspirations, school, work and pastimes.

Students will be able to maintain a conversation including all these aspects and also write a personal letter in response to an email from an Italian exchange student. Students will be able to respond to both reading and spoken texts on the above topic

There are 3 outcomes that include:

Establishing and maintaining a spoken or written exchange related to personal areas of experience, listening, reading and obtaining information from spoken and written texts and producing a personal response to a text.

Unit 2: Topic 1 – The workplace: applying for a job

Students look at the work environment in Italy, looking at the prospects of employment and the difficulty in finding a job. They will be able to read job advertisements and respond with a Personal CV and a formal letter of application. At the end of the process students will undertake a mock job interview for the job they have applied for.

Unit 2: **Topic 2 – Italian migration to Australia**
(focusing on Melbourne and the Italians of Lygon Street)

Students will look at the impact and influence of Italian migration to Australia through a range of resources such as visiting the Melbourne Immigration Museum and the Italian Historical Society Immigration Museum in Carlton.

Students will also research the origins of their family and discover the reasons why their families are here in Australia.

Students will also watch documentaries on the Italian of Carlton and view excerpts of the neo-realism films of the Italo-Australian director Giorgio Mangiamele.

There are 3 outcomes which include:

Participating in a spoken or written exchange relating to making arrangements and completing transactions, listening, reading and extracting and using information and ideas from spoken and written texts and giving expression to real or imaginary experience in spoken or written form.

Assessment

Unit 1

- Response to a personal letter in Italian
- Listen to an Italian text in Italian and responding in English
- Students read to obtain information from a written text and respond in Italian.
- Students participate in an Italian oral exchange in an imaginary or real situation.

Unit 2

- Writing a formal letter.
- Listen to an Italian text and reorganize information and ideas in a different text type.
- Read an Italian written text and reorganize information and ideas in a different text type.
- Conduct a formal interview for a job application

Unit 3 & 4 Italian

Learning Area - LOTE

Description

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Areas of Study

Unit 3: Topic 1 – Health and Diet

Being one of the world's most popular cuisine, in this unit we look at the Mediterranean Diet, its worldwide influence and the changes in lifestyle in Italy. Students focus on lifestyle and health related issues, discuss the influence of the "Slow Food" movement as opposed to the consumption of fast foods, study and learn about the Mediterranean Diet and the food pyramid. In turn, students will also discover the return of organic foods in Italy, which lay at the foundation of traditional Italian cuisine.

Students will be able to discuss these issues at length in an evaluative and persuasive conversation and also create a personal or informative piece of writing.

Unit 3: Topic 2 – Nature, Environment and Society

In this topic, students focus on environmental issues both in Italy and worldwide. They discover how young Italians prolifically volunteer for worldwide environmental organisations, and travel to other countries in helping to resolve ecological issues. Students also learn that in Italy the population now is well informed about "eco-savvy" practices and how they are put into use.

There are 3 outcomes during this unit for students to focus on. They include students: being able to express ideas through production of original texts, analysing and using information from spoken texts and exchanging information, opinions and experiences.

Unit 4: Topic 1 – The Refugee Crisis (The Italian solution)

A look at the global refugee crisis with the focus on the “Italian solution” which centres on government policy and the mechanisms which process the refugees from both the Middle East and North Africa. The emphasis then is on the treatment of refugees in Italy who become slave labour on the large tomato and orange growing areas of southern Italy. This impacts worldwide on the industry, triggering the global anti-dumping laws even in Australia.

Students will present a detailed study of the topic both in written and oral form. This leads to the end of year oral exam.

The two outcomes during this unit include students being able to analyse and use information from different texts and being able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian speaking communities.

Unit 4: Topic 2 – The past present and future in a changing Italy

This topic looks at the contribution of Italy focusing on technology, fashion and culture (music, art etc.). Students will read and listen to texts that talk about the impact of Italy in all those aspects.

The outcome will centre on the students’ ability to discuss and analyse texts related to the topic.

Unit 1 & 2 Japanese Learning Area: LOTE

Description:

This study is designed to enable student to use Japanese to communicate with others and understand and appreciate the cultural contexts in which Japanese is used. Topics studied encourage the practical application of Japanese skills including giving directions, food and travelling in Japan.

Areas of Study

Unit 1: Topic 1 - Directions and describing location

Have you been lost in a foreign country and don't know how to ask the way? In this unit students read and listen to texts about the location of places and directions to specific landmarks found in local areas. Students will practice giving and receiving directions in Japanese through a variety to immersion activities including maze games and treasure hunts.

Assessment for Unit 1 – Topic 1: Participate in a spoken exchange to give directions and ask for directions in Japanese

Unit 1: Topic 2 - Festivals and Significant events in Japan and Australia

National and local festivals are a significant part of Japanese life with different communities celebrating each festival in their own unique style. In this unit students expand their knowledge of these festivals and Japanese culture. Students learn words and phrases associated with festivals and celebrations. They read, listen to and view a variety of texts about Japanese festivals to gain a deeper understanding of Japanese values.

Assessment for Unit 1 – Topic 2: Respond to both written and audio texts.

Unit 1: Topic 3 - Japanese diet

Why is it that the Japanese have one of the highest rates of life expectancy? The Japanese diet is rich in rice, fish and vegetables and consequently it is a significant contributor to their long life. However the Japanese are also known for their unique culinary dishes such as 'curry doughnuts'. As part of this topic students research and write on a topic summarising or comparing interesting aspects of the Japanese diet in the target language.

Assessment for Unit 1 – Topic 3: Writing task discussing an aspect of the Japanese diet.

Unit 2: Topic 1 - Travelling in Japan

Planning an overseas trip is always an exciting experience, especially when it is to a country you have spent many years discovering from the classroom. In this topic students research a Japanese city and practice applying grammatical forms relating to travelling in Japan. Student will discuss costs, transport, giving advice and opinions about activities and places to visit in the target language.

Assessment for Unit 2 – Topic 1: Participate in a spoken exchange (role play) as a travel agent and make arrangements for a client.

Unit 2: Topic 2 - World of Work

Working overseas can be a rewarding and life changing experience. This unit builds on student's capacity to respond to texts in the target language. Students will read and listen to a variety of texts about part time work and careers. They will practice writing job applications in Japanese applying relevant vocabulary and sentence structures.

Assessment for Unit 2 – Topic 2: Listen to and read job advertisements and respond in the language.

Unit 2: Topic 3 - School life

Understanding the culture and values of the Japanese requires an understanding of the factors which mould them. The Japanese school system is vastly different from our own, with everything from uniform, rules, club activities, exams, cram school and subjects, we can learn a lot about the Japanese from their education system. In this unit students discover life as a Japanese school student and make comparisons to their own experience in school. They continue applying new grammatical concepts relating to school life and build on their knowledge of vocabulary and Kanji.

Assessment for Unit 2 – Topic 3: Writing task about Japanese school life in comparison to Australia.

Assessment

- Speaking (eg. role plays and interviews)
- Listening/Reading texts and responding in English and/or Japanese
- Writing in Japanese (in various forms eg. report, speech, letter, diary entry)
- Exam

Pathways

Unit 1 & 2 Japanese → Unit 3 & 4 Japanese

Unit 3 & 4 Japanese

Learning Area: LOTE

Description:

This study is designed to enable students to further extend their ability to communicate in Japanese with others, and understand and appreciate the cultural contexts in which Japanese is used. Upon completion of VCE Japanese students could look to apply their study of Japanese to work, further study, training or leisure. Japanese is becoming an increasingly relevant language as Australia's engagement with Asia expands.

Areas of Study

Unit 3: Topic 1 - Leisure Activities in Australian and Japan

Sumo, Karaoke, Anime and Manga. These are just a few of the famous leisure activities to emerge from Japan. In this unit students read and listen to texts about leisure activities and also discuss their own hobbies and interests.

Assessment for Unit 3 – Topic 1: Listen to texts about leisure activities and respond to questions in Japanese

Unit 3: Topic 2 - Weather, Seasons and Seasonal Events

When is the best time to travel to Japan? What is the weather really like in Tokyo? In this unit students expand their knowledge of Japanese environment and culture. Students learn words and phrases associated with weather and present a weather report to the class. Students research a season of their choice and produce a piece of writing about travelling to Japan in that season.

Assessment for Unit 3 – Topic 2: Produce a piece of writing in personal or imaginative form about travelling to Japan in a certain season.

Unit 3: Topic 3 - Technology in Student Life

What are the benefits of technology? Should students be able to use technology freely in their classes? As part of this topic students participate in a role play during which they try to convince their teacher of the benefits of certain forms of technology.

They practise initiating and leading a discussion in Japanese on the benefits of technology.

Assessment for Unit 3 – Topic 3: Role Play focussing on the resolution of an issue.

Unit 4: Topic 1 - Future Plans

University, Gap Years, Travel, Careers, Part-time Work. What does the future hold for young people in Australia and Japan? What are some of the challenges young people face regarding their future? In this unit, students read texts in Japanese about the future plans of young Australians and Japanese people and also discuss their own futures.

Assessment for Unit 4 – Topic 1: Read texts about future plans and produce a piece of writing that summarises, contrasts and compares future plans of young people.

Unit 4: Topic 2 - Detailed Study- Japanese Social Issues

What are the big challenges facing modern Japan? Are they similar to those faced by Australians in the 21st century? Students will be introduced to written and spoken texts which discuss the various social problems which have arisen in Japan. Students will then have the opportunity to explore an approved sub-topic regarding a social issue. Students will also learn vocabulary and grammar to confidently express their own opinions on these issues and the texts they have studied.

Assessment for Unit 4 – Topic 2: Students produce a piece of writing based on their Detailed Study topic and also participate in an interview with their teacher. The Detailed Study also makes up the second half of the Oral Exam (Discussion)

Assessment

- Speaking (eg. role plays and interviews)
- Listening/Reading texts and responding in English and/or Japanese
- Writing in Japanese (in various forms eg. report, speech, letter, diary entry)
- End of Year Exam (Oral and Written)

Prerequisites

Satisfactory Completion of Unit 1 & 2 Japanese

Unit 3 & 4 Indonesian Learning Area: LOTE

Description

This study is designed to enable students to use Indonesian to communicate with others, develop an understanding of the diversity of cultures and an appreciation for the various lifestyles across Indonesia. Students can also expect to come to understand their own culture(s) through the study of another culture and make connections between Indonesian and English, and/or other languages.

Area of Study

Unit 3

Area of Study 1: The individual

- Personal opinions and values
- Personal world and aspirations

Area of Study 2: The Indonesian speaking communities

- Lifestyle and Health in Indonesia
- Stories from Indonesia's past

Area of Study 3: The changing world

- Social Issues and Environmental Issues in Indonesia
- Australian and Indonesian Relations

Unit 4

Detailed Study

- Students explore Social and Environment Issues in Indonesia through a variety of mediums, including film, documentaries, written texts and various news sources.

Assessment

Achievement will be based on a range of tasks across the four main skills of communication speaking, listening, reading and writing and intercultural tasks for example:

- create written texts to demonstrate knowledge of grammar, vocabulary and intercultural knowledge and exchange information, opinions and experiences
- listen to spoken texts and analyse information
- read written texts to obtain and analyse information
- create and engage with spoken texts through an interview regarding the issue studied in the detailed study.

Unit 1 & 2 Health & Human Development

Learning Area: Health & Physical Education

Description

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognizes the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

Area of Study

Unit 1: The Health & Development of Australia's Youth

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. The health status of Australia's youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia's youth still experience a range of health issues that affect both their immediate and longer term health and individual human development. In this unit students identify issues that have an impact on the health and individual human development of Australia's youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 1 - Area of study 1: Understanding youth health and human development

Unit 1 - Area of study 2: Youth issues.

Assessment

Assessment tasks for this unit are selected from the following:

- case study analysis
- data analysis
- visual presentation
- multimedia presentation
- oral presentation
- blog
- test
- written response, such as a research assignment or written report

Unit 2: Individual Human development and health issues

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. There are many determinants of health and development of Australia's children; however, social factors such as family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social. In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyze personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Unit 2 – Area of study 1: Prenatal health and individual development

Unit 2 – Area of study 2: Child health and individual development

Unit 2 – Area of study 3: Adult health and individual development

Assessment

Assessment tasks for this unit are selected from the following:

- case study analysis
- data analysis
- visual presentation
- multimedia presentation
- oral presentation
- blog
- test
- written response, such as a research assignment or written report

Unit 3 & 4 Health & Human Development

Learning Area: Health & Physical Education

Description

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognizes the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

Area of Study

Unit 3: Australia's Health

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioral and social determinants of health. Funding for the Australian health system involves a combination of both government and non-government sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organizations play an important role in the implementation of a range of initiatives designed to promote health in Australia

Unit 3 - Area of study 1: Understanding Australia's health

Unit 3 - Area of study 2: Promoting health in Australia

Assessment

Assessment tasks for this unit are selected from the following:

- case study analysis
- data analysis
- visual presentation
- multimedia presentation
- oral presentation
- blog
- test
- written response, such as a research assignment or written report.

Unit 4: Global Health & Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives. This unit places significant focus on the Millennium Development Goals where the aim is to reduce the inequalities that result in human poverty, in health status and human development.

Unit 4 – Area of study 1: Introducing global health and human development

Unit 4 – Area of study 2: Promoting global health and human development

Assessment

Assessment tasks for this unit are selected from the following:

- case study analysis
- data analysis
- visual presentation
- multimedia presentation

- oral presentation
- blog
- test
- written response, such as a research assignment or written report.

Unit 1 & 2 Physical Education

Learning Area: Health & Physical Education

Description

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation. This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Area of Study

Unit 1:

In this unit students explore how the body systems work together to produce movement and analyze this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilized to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity. In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 1 - Area of study 1: Body systems and human movement

- Unit 1 - Area of study 2:** Biomechanical movement principles
- Unit 1 – Area of study 3:** One of – technological advancements from a biomechanical perspective or; injury prevention and rehabilitation

Assessment

Assessment tasks for this unit are selected from the following:

- practical laboratory report
- case study analysis
- data analysis
- critically reflective folio
- visual presentation
- multimedia presentation
- physical simulation of model
- oral presentation
- test
- written response, such as a research assignment or written report

Unit 2:

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome. In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

- Unit 2 - Area of study 1:** Effective coaching practices

Unit 2 - Area of study 2: Physically active lifestyles

Unit 2 – Area of study 3: One of – decision making in sport or; promoting active living

Assessment

Assessment tasks for this unit are selected from the following:

- practical laboratory report
- case study analysis
- data analysis
- critically reflective folio
- visual presentation
- multimedia presentation
- physical simulation of model
- oral presentation
- test
- written response, such as a research assignment or written report

Unit 3 & 4 Physical Education

Learning Area: Health & Physical Education

Description

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation. This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Area of Study

Unit 3:

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 3 - Area of study 1: Monitoring and promotion of physical activity

Unit 3 - Area of study 2: Physiological responses to physical activity

Assessment

Assessment tasks for this unit are selected from the following:

- practical laboratory report
- case study analysis
- data analysis
- critically reflective folio
- visual presentation
- multimedia presentation
- physical simulation of model
- oral presentation
- test
- written response, such as a research assignment or written report

Unit 4

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Unit 4 - Area of study 1: Planning, implementing and evaluating a training program

Unit 4 - Area of study 2: Performance enhancement and recovery practices

Assessment

Assessment tasks for this unit are selected from the following:

- practical laboratory report
- case study analysis
- data analysis
- critically reflective folio

- visual presentation
- multimedia presentation
- physical simulation of model
- oral presentation
- test
- written response, such as a research assignment or written report

Unit 1 & 2 Outdoor & Environmental Studies

Learning Area: Health & Physical Education

Description

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Area of Study

Unit 1:

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 1 - Area of study 1: Motivations for outdoor experiences

Unit 1 - Area of study 2: Experiencing outdoor environments

Assessment

Assessment tasks for this unit are selected from the following:

- journal/report of outdoor experiences
- case study analysis
- oral presentation
- practical report in a non-text format
- data analysis
- test
- written response, such as a research assignment or written report

Unit 2:

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimize human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 2 - Area of study 1: Investigating outdoor environments

Unit 2 - Area of study 2: Impacts on outdoor environments

Assessment

Assessment tasks for this unit are selected from the following:

- journal/report of outdoor experiences
- case study analysis
- oral presentation
- practical report in a non-text format

- data analysis
- test
- written response, such as a research assignment or written report

Unit 3 & 4 Outdoor & Environmental Studies

Learning Area: Health & Physical Education

Description

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Area of Study

Unit 3:

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 3 - Area of study 1: Historical relationships with outdoor environments

Unit 3 - Area of study 2: Contemporary relationships with outdoor environments

Assessment

Assessment tasks for this unit are selected from the following:

- journal/report of outdoor experiences
- case study analysis
- oral presentation
- practical report in a non-text format
- data analysis
- test
- written response, such as a research assignment or written report

Unit 4:

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Unit 4 - Area of study 1: Healthy outdoor environments

Unit 4 - Area of study 2: Sustainable outdoor environments

Assessment

Assessment tasks for this unit are selected from the following:

- journal/report of outdoor experiences
- case study analysis
- oral presentation
- practical report in a non-text format
- data analysis
- test
- written response, such as a research assignment or written report

Unit 1 & 2 Drama

Learning Area: Performing Arts

Description

Unit 1 & 2 Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Students will create, perform and evaluate solo and ensemble performances.

Areas of Study

Unit 1: Dramatic Storytelling

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 2: Non-naturalistic Australian Drama

- Using Australian as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

Assessment

Unit 1: Dramatic Storytelling

- Devise, rehearse and document an ensemble drama work based on stories and/or characters
- Present a performance of the ensemble devised drama work
- A written analysis of the drama work created and performed
- A written analysis of a performance selected from the VCAA playlist

Unit 2: Non-naturalistic Australian Drama

- Devise, rehearse and document a solo drama work in response to a structure based on Australia stimuli/context
- A performance of the devised solo drama work
- A written analysis of the solo drama work created and performed
- A written analysis of a professional Australian drama performance

Pathways

Unit 1 & 2 Drama → Unit 3 & 4 Drama

Unit 3 & 4 Drama

Learning Area: Performing Arts

Description

Unit 3 & 4 Drama focuses on the creation and performance of characters and stories in non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Students will create, perform and evaluate solo and ensemble performances.

Areas of Study

Unit 3: Devised non-naturalistic ensemble performance

- Creating and presenting ensemble performance
- Responding to ensemble performances
- Analysing non-naturalistic performance

Unit 4: Non-naturalistic solo performance

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

Assessment

Unit 3: Devised non-naturalistic ensemble performance

- Presentation of characters within an ensemble performance
- A written analysis of the drama work created and performed
- A written analysis of a performance selected from the VCAA playlist

Unit 4: Non-naturalistic solo performance

- Presentation of a short solo performance based on stimulus material and a short
- Written report analysing its non-naturalistic quality
- Create, develop and perform characters within a solo performance in response to a prescribed structure
- A written analysis of the solo drama work created and performed

Unit 1 & 2 and Unit 3 & 4 Music Performance

Learning Area: Performing Arts

Description

VCE Music engages students actively in all aspects of music. They develop and refine their musicianship skills along with their understanding of their relationship with music as listener, performer, composer, consumer and user of music technologies.

Students explore, reflect on, and respond to the music they listen to, create and perform. They study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners.

Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer. They refine their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music.

Area of Study

Performance Units 1-4

In this area of study students prepare for their performances by selecting, researching, interpreting and learning solo and group works. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal and performance with other musicians.

In Units 3 and 4 all students must perform the number of works specified for the selected instrument or group in the performance examination specifications and relevant prescribed list.

Preparing for performance Units 1-4

This area of study focuses on the continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students research the selected works to help identify and systematically practise

relevant material and processes that will enhance their ability to realise the character and style of the selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions, increasing their ability to communicate with an audience.

Music Language Units 1-4

In this area of study students continue to systematically develop their understanding of music language used for performance, interpretation, critical listening and analysis. They develop their aural music skills as well as their ability to notate music; identifying, recognise, notating and transcribing short music excerpts, as well as re-creating short sections of music by singing, humming and/or playing.

Organisation of Sound Unit 2

Students study and listen to a wide variety of music. They explore a range of strategies within a selected stylistic framework to explore creative possibilities and generate and extend music ideas. Students identify characteristics in works they are preparing for performance that can be used in their composition or improvisation and explore relevant influences on composers/performers. They experiment with, develop and refine music ideas.

Unit 1 & 2 Studio Arts

Learning Area: Visual Arts

Description

In Units 1 and 2 Studio Arts, students express themselves creatively through art-making. They develop an individual design process to support the development of several personal artworks. Students develop, practise and refine specialised skills and gain confidence using a variety of materials, media and processes. Drawing inspiration from researching the work of other artists, students develop an awareness of aesthetic qualities and new skills. Visual analysis will be one of the skills where students use appropriate terminology in relation to their own artwork and the artists studied.

Area of Study

Unit 1: Area of Study 1 – Researching and recording ideas

Students explore diverse sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students visit exhibition spaces, reflect on the different environments and examine the way artworks are presented to an audience.

Unit 1: Area of Study 2 – Studio practice

In this area of study, students learn about studio practice and focus on the use of materials and techniques. They investigate the way visual effects and aesthetic qualities are created in art. Students undertake a process of reflection and evaluation in written and visual form that is recorded in a visual diary.

Unit 1: Area of Study 3 – Interpreting art ideas and use of materials and techniques

Students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Unit 2: Area of Study 1 – Exploration of studio practice and development of artworks

Students focus on developing artworks through an individual studio process based on visual research and inquiry. They document their intentions through an exploration proposal and they generate a range of potential directions in the studio process from which an artwork is developed. An analysis and evaluation of their work is undertaken before a final artwork is made.

Unit 2: Area of Study 2 – Ideas and styles in artworks

In this area of study, students analyse historical and contemporary artworks by at least two artists or groups to understand how art elements and principles are used to communicate artists' ideas, the aesthetic qualities and styles of the artworks. Issues are discussed, such as appropriation and copyright and the moral rights of artists.

Assessment

Unit 1

- Students identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities.
- Students produce at least one finished artwork and progressively develop their studio practice by conveying ideas through the exploration of material and techniques.
- Students discuss artistic practice for artists of different times and cultures, their sources of inspiration and use of materials and techniques.

Unit 2

- Students develop an individual exploration proposal to form the basis of a studio process. They also develop a variety of potential directions for at least one final piece.
- Students compare a range of historical and contemporary art periods, styles or movements and analyse the way artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Pathways

- Unit 3 & 4 Studio Arts

Unit 3 & 4 Studio Arts

Learning Area: Visual Arts

Description

In Units 3 and 4 Studio Arts, students set up an exploration proposal from which they explore a variety of potential directions for the production of two final artworks. Students use an individual design process to support the development of their artworks and develop, practise and refine specialised skills as well as gain confidence using a variety of materials, media and processes. Drawing inspiration from researching the work of other artists, students develop an aesthetic response that suits their chosen focus theme. A student's perception and understanding of the formal art elements and principles and the impact that they can bring to an artwork, will be demonstrated through the use of highly pertinent annotations and reflective writing.

Throughout Units 3 and 4, students acquire an understanding of how artists develop styles and interpret subject matter. The exhibition of artworks is integral to Studio Arts and students visit a variety of exhibition spaces throughout their course and examine how artworks are presented to an audience. Students also review current industry practices and examine the different environments and contexts in which artists make their work.

Area of Study

Unit 3: Area of Study 1 – Exploration proposal

Students focus on the development of an exploration proposal that creates a framework for the individual studio process.

Unit 3: Area of Study 2 – Studio process

In this area of study, students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal.

Unit 3: Area of Study 3 – Artists and studio practices

Students focus on professional studio practices in relation to particular art forms. They also investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.

Unit 4: Area of Study 1 – Production and presentation of artworks

Students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3.

Unit 4: Area of Study 2 – Evaluation

In this area of study, students reflect on the selection of potential directions that form the basis, development and presentation of artworks.

Unit 4: Area of Study 3 – Art industry contexts

Students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed.

Assessment

Unit 3

- Students submit an exploration proposal and a plan of how the proposal will be undertaken.
- Students present a portfolio of well-considered potential directions that stem directly from their chosen focus theme and exploration proposal.
- Students examine the practice of at least two artists, with reference to two artworks by each artist.

Unit 4

- Students present at least two artworks with evaluated selected potential directions and a plan of how the artworks were developed.
- Students reflect on their selection of potential directions in visual and written documentation.
- Students compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
- VCAA Examination

Unit 1 & 2 Visual Communication Design

Learning Area: Visual Arts

Description

The Visual Communication Design study in Units 1 and 2 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 shape the everyday quality of 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. The study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Area of Study

Unit 1

Area of Study 1 – Drawing as a means of communication

Area of Study 2 – Design elements and design principles

Area of Study 3 – Visual communication design in context

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. They work with these using a range of digital and manual methods to produce a folio of work. The focus of past design movements is thoroughly explored and the importance of these movements on today's visual communications is heavily discussed to ensure students are gathering inspiration from a variety of sources.

Unit 2

Area of Study 1 – Technical drawing in context

Area of Study 2 – Type and imagery

Area of Study 3 – Applying the design process

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 the Technical Drawing Standards to create work that adheres to specific requirements using both manual and digital methods. This is carried through to the exploration of type and imagery and the way they draw in a target audience. Using the course content from the year, a design brief is created by students and they complete a short folio task which focuses on a design field.

Assessment

Unit 1

- Students create a folio of work which is based on the use of design elements and principles and the way they use digital media to manipulate these.

Unit 2

- Students use a range of media, methods and materials to create a folio which uses type and imagery to create visual communications.

Pathways

- Unit 3 & 4 Visual Communication Design

Unit 3 & 4 Visual Communication Design

Learning Area: Visual Arts

Description

The Visual Communication Design study in Units 3 and 4 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 shape the everyday quality of 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. The study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Area of Study

Unit 3

Area of Study 1 – Analysis and practice in context

Area of Study 2 – Design industry practice

Area of Study 3 – Developing a brief and generating ideas

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 and materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students create a design brief and start to research from the specifics given to them. They begin to generate ideas to fulfil the needs to the client specified in the design brief.

Unit 4

Area of Study 1 – Development of design concepts

Area of Study 2 – Final presentations

Area of Study 3 – Evaluation and explanation

Students build on their ideas to develop design concepts and two final presentations of visual communications to meet the requirements of the design brief. This involves

applying the design process twice to meet each of the stated needs, including the exploration of design elements, principles, media methods and materials. The students present their concepts using pitch techniques and refer back to the design process to justify their design thinking.

Assessment

Unit 3

- Students are assessed on their application of the design process and their approach to creating visual communications that meet a specific purpose, context and audience. They evaluate and discuss the process a designer takes to ensure they fulfil the design brief and the client's needs. Using this information, students create a design brief, research and generate ideas to meet the needs of the client.

Unit 4

- Continuing on from Unit 3, students move through the folio process to develop two distinctly different presentations. They refine these designs and are assessed on their ability to fulfil the brief using the design process. Students present their ideas by pitching their concepts to an audience and are assessed on their ability to justify their design thinking throughout the design process.
- VCAA Examination

Unit 1 & 2 Media

Learning Area: Visual Arts

Description

In Unit 1 Media, students investigate how the media presents news and products in an attempt to influence the public and how the media can choose footage to get a message across to an audience or consumer. Students also research new media issues, such as internet piracy and mass surveillance, and assess their impact on society. In Unit 2 Media, students learn about the operation of a media organisation, such as a television studio. Students also study and assume the role of media producers as they examine the use of media equipment, research roles in film and television, and investigate issues in the Australian media industry.

Area of Study

Unit 1: Area of Study 1 – Representation

This area of study focuses on an analysis of media representations and how such representations depict events, people, places, organisations and ideas.

Unit 1: Area of Study 2 – Technologies of representation

In this area of study, students produce representations in two or more media forms.

Unit 1: Area of Study 3 – New media

In this area of study, students explore the emergence of new media technologies.

Unit 2: Area of Study 1 – Media production

This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.

Unit 2: Area of Study 2 – Media industry production

In this area of study, students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

Unit 2: Area of Study 3 – Australian media organisations

In this area of study, students analyse Australian media organisations within a social, industrial and global framework.

Assessment

Unit 1

- Written Analytical Response
- Photograph or Video Sequence and Print Product
- Documentary

Unit 2

- News Production (Class Project) and Production Journal
- Written Test
- Research Project and Multimedia Presentation

Pathways

- Unit 3 & 4 Media

Unit 3 & 4 Media

Learning Area: Visual Arts

Description

In Unit 3 Media, students analyse and write about how films are constructed. They recognise the importance of production and story elements, such as lighting and character, and how audiences become immersed in the world of film. Students also develop practical skills by using cameras and associated software. In addition, students design an extensive media planning document as a guide to their practical work in Unit 4. In Unit 4 Media, students use their Unit 3 planning document to produce their practical work in the form of a short film, print product or series of photographs. Students also examine the ways media texts, such as films and television shows, are shaped by the values society holds.

Area of Study

Unit 3: Area of Study 1 – Narrative

In this area of study, students analyse the narrative organisation of two fictional film texts.

Unit 3: Area of Study 2 – Media production skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in a chosen media form.

Unit 3: Area of Study 3 – Media production design

In this area of study, students focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form.

Unit 4: Area of Study 1 – Media process

In this area of study, students complete a media product based on a media production design plan completed in Unit 3.

Unit 4: Area of Study 2 – Media texts and society’s values

In this area of study, students focus on the relationship between society’s values and media texts.

Unit 4: Area of Study 3 – Media influence

This area of study focuses on the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media’s influence.

Assessment

Unit 3

- Extended Response Questions
- School Assessed Task (SAT)
- Component 1 of SAT: Production Exercises
- Component 2 of SAT: Production Design Plan

Unit 4

- Component 3 of SAT: Media Product
- Extended Response Questions
- VCAA Examination

Unit 1 & 2 Food Studies (previously Food Technology) Learning Area: Design & Technology

Description

Australia has a varied and abundant food supply, and food and cooking are seen on TV and in the media generally. Globally, many people do not have access to a secure and varied food supply and many Australians consume food and beverages that may harm their health. Food Studies examines the background to these issues and explores reasons for our food choices. VCE Food studies explores food with an emphasis on extending students' knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students will become more confident about food selection and food preparation within today's complex range of influences and choices.

NOTE: A folio is no longer required as part of the assessment.

Area of Study

Unit 1: Food Origins

Students explore how people have historically sourced food, examining the general progression from hunter-gatherer to rural-based agriculture to today's urban living and global trade in food.

Area of study 1 - Food around the world

This study focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students consider the origins and significance of food through inquiry into particular food producing regions of the world.

Area of study 2 - Food in Australia

Students focus on Australia by looking at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Unit 2: Food makers

Practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their goods to commercial products are the focus. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular need. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Area of study 1 - Food industries

Students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Area of study 2 - Food in the home

Students further explore food production, focusing on domestic and small-scale food production. Their practical skills are extended through designing and adapting recipes and covering a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for entrepreneurial projects that start in a domestic setting but could end up in small-scale production.

Assessment Unit 1

- A range of practical activities, with records that reflect the use of ingredients found in earlier cultures.
- SAC - Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community

Assessment Unit 2

- A range of practical activities, with records that reflect the use of ingredients indigenous to Australia and/or ingredients introduced through migration.
- SAC - Design and develop a practical food solution in response to an opportunity or a need in a domestic or small scale setting.

Unit 3 & 4 Food Studies (previously Food Technology) Learning Area: Design & Technology

Description

This study investigates the many roles and everyday influences of food. The practical component of these units provides students with opportunities to apply their understanding of the topics covered to produce food that facilitates the establishment of nutritious and sustainable meal patterns, environmental and ethical food issues. It also enables students to use food science terminology and extend their food production repertoire to reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

NOTE: A folio is no longer required as part of the assessment.

Area of Study

Unit 3: Food in daily life

Areas of study 1 - The science of food

Students research our physical need for food and how it nourishes and sometimes harms our bodies. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students also investigate the areas of nutrition and digestion.

Area of study 2 - Food choice, health and wellbeing

Students focus on patterns of eating in Australia and the influence on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in our lives. They inquire into the role of media, technology and advertising as all influencing our food choices and beliefs

Unit 4: Food issues, challenges and futures

Area of Study 1 - Environment and ethics

The focus is on food issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and the use and management of water and land.

Area of Study 2 - Navigating food information

Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Assessment Unit 3

- A range of practical activities and records of two practical activities related to the functional properties of components of food
- SAC 1 – explain the processes of eating food and digesting food including the causes and effects of food allergies, food intolerances and food contaminations.
- A range of practical activities and records of two practical activities related to healthy meals for children and families
- SAC 2 – explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values.

Assessment Unit 4

- A range of practical activities and records of two practical activities related to sustainable and/or ethical food choices.
- SAC 1 - A written report that includes a selected food-related topic, explanation of concerns related to environment, ethics and/or equity, analysis and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.
- A range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating
- SAC 2 – explain a variety of food information contexts, analyse the formation of food beliefs, and evaluate a selected food trend, fad or diet.
- Examination

Unit 1 & 2 Product Design and Technology

Length: 1 Year

Learning Area: Design & Technology

Description

**Please note Students are only able to do one Product design and Technology subject at VCE level and therefore students must choose to complete the study in either Wood or Textiles, not both.*

In this subject students assume the role of a designer-maker. They then acquire and apply knowledge of a range of factors that influence design. A range of materials, tools, equipment and machines are used to safely make products. The importance of sustainability and its impact on product design is covered. Product Design and Technology contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Area of Study

Unit 1 - Product Re- design and sustainability

Many products used today have been redesigned to suit the changing needs and demands of end users. This unit focuses on the analysis, modification and improvement of a product's design with consideration of the materials used and issues of sustainability.

Unit 1: Area of study 1 - Product Re- design for improvement

Using the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability students will write a design brief for a product's modification and improvement by altering at least three points of the original design. They will also test and trial the suitability of materials and understand the characteristics and properties of these materials.

Unit 1: Area of study 2 – Producing and evaluating a re-designed product

Students safely use a range of techniques and process to make the re-design product. They develop practical skills and use risk management techniques when using tools,

equipment, machines and materials. The final product is evaluated and compared to the original design.

Unit 2 - Collaborative Design

Students work individually and as a member of a team to design and make an item in a product range or contribute to the design, planning and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Unit 2: Area of study 1 – Designing within a team.

Each student works in a design team to write a design brief based on a theme and plan how to make a product within a product range or contribute to a team product. The products designed demonstrate an understanding of human centred design and consider other relevant Product design factors. They research suitable materials and processes needed to make the product and share research. Students investigate historical and/or cultural design movements for inspiration.

Unit 2: Area of study 2 – Producing and evaluating a collaboratively designed product

Students justify, manage and use production processes to safely make a product or a part of a team product and evaluate, individually and as a member of a team the finished product against the design brief

Assessment

Unit 1:

- SAT/folio - Completed folio and high quality product that includes the evaluation of the product
- SAC – Materials testing

Unit 2:

- SAT/folio - Completed folio and high quality product or component of a team product that includes the evaluation of the product
- SAC – Process testing

Pathways

Unit 3 & 4 Product Design and Technology

Unit 3 & 4 Product Design and Technology

Learning Area: Design & Technology

Description

**Please note in 2017 only students working in Textiles are able to do Product Design and Technology*

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Area of Study

Unit 3 - Applying the product design process

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 3: Area of Study 1 – The designer, client and/or end-user in product development

Students examine the Product design process and develop skills in writing a design brief. They focus on the role of the designer and the relationship between a designer, client/end user of the intended product. Using problem-based design scenarios provided by the teacher, students identify appropriate Product design factors and write a design brief. **NOTE:** this brief is not used in Outcome 3 of this unit.

Unit 3: Area of Study 2 – Product development in industry

The focus is on the factors, processes and systems that influence the design and development of products within industrial settings. Design and innovation are explored as ways to value add to products. The reaction of companies to market

demands and technological development is also studied. The role of market research, sustainability, obsolescence and new and emerging technology in an industrial manufacturing context is researched.

Unit 3: Area of Study 3 – Designing for others

Students present of a partially completed folio (SAT) that documents the Product design process used while working as a designer to meet the needs of a client or end user and production is started

Unit 4 - Product development and Evaluation

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and learn to judge the suitability and viability of design ideas and options in collaboration with the client or end user. Comparisons are made between similar products using a range of Product design factors and the environmental, economic and social impact of products throughout their life cycle are analysed and evaluated.

Unit 4: Area of Study 1 – Product analysis and comparison

Students undertake an examination of design factors that influence the success or otherwise of commercially available products. Students develop an understanding of what people value and how they make judgements about products. Comparative tests are used to determine how well similar products fulfil their purpose.

Unit 4: Area of Study 2 – Product manufacture

This area focuses on the skills, production techniques and processes used to make a product to suit the needs of a client or end-user. Students continue to make the product commenced in Unit 3 and apply. They monitor and record their progress and make modifications if necessary to the product. Students should be able to safely apply a range of production skills to make the product and manage time and resources effectively and efficiently

Unit 4: Area of Study 3 – Product evaluation

Evaluation of the finished product as well as the design, planning and production activities are carried out by students. The product's design features are explained to the client or end user and care requirements are outlined that will prolong its life and help to maintain its appearance and function.

Assessment

Unit 3:

- SAC 1 - The roles of the designer, client and/or end user/s, the Product design process and its initial stages. Write a structured, annotated design brief, 4 part evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief.
- SAC 2 Explain and analyse influences on the design, development and manufacture of products within industrial settings.
- School Assessed Task –SAT/folio (Assessed in Unit 4)

Unit 4:

- SAC - Compare, analyse and evaluate similar commercial products taking into account a range of factors and using appropriate techniques.
- SAT – Completed folio and high quality product that includes the evaluation of the product and planning and production processes as well as care requirements.
- Examination

Unit 1 & 2 Computing

Learning Area: Design & Technology

Description

Units 1 and 2 Computing focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Focus is on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills and engage in the design and development stages of the problem-solving methodology.

Area of Study

Unit 1: Area of Study 1 - Data and graphic solutions

Students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings.

Unit 1: Area of Study 2 - Networks

Students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network.

Unit 1: Area of Study 3 - Collaboration and communication

Students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Working in virtual (local, national, international) or face-to-face teams, students use web authoring software to create a website, designed for viewing on a mobile device

Unit 2

Unit 2: Area of Study 1 - Programming

In this area of study students begin using a programming or scripting language that can support object-oriented programming to create working software modules. These languages provide users with greater flexibility than application software, as specific sets of instructions can be implemented to create solutions that are purpose-designed.

Unit 2: Areas of Study 2 - Data analysis and visualisation

Students learn to use software tools to access, select, and where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form. Once the data has been isolated and checked for its integrity, students create data visualisations.

Unit 2: Areas of Study 3 - Data management

Students are introduced to the structure of databases and their applicability in a range of settings. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems.

Assessment

- Design and develop a graphic solution
- Create a data visualisation
- Use database management software to a create solution
- Design a network with wireless capability
- Design and develop a website collaboratively
- Use a programming or scripting language to develop modules

Pathways

Unit 3 & 4 Computing

Unit 3 & 4 Informatics

Learning Area: Design & Technology

Description

In Informatics Unit 3 students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems store and manipulate data acquired this way.

In Unit 4 the focus is on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings.

Area of Study

Unit 3: Area of Study 1 - Organisations and data management

Students investigate why organisations acquire data online for transaction processing and how they structure their data-gathering processes to support these transactions. Students also develop and apply skills in using a relational database management system (RDBMS) to manipulate data typically sourced through interactive online solutions, such as websites and applications. Students examine how value can be added to this data through the careful structuring of data and the application of functions, such as queries, searches and reports that identify patterns and relationships between data sets.

Unit 3: Area of Study 2 - Data analytics: drawing conclusions

Students focus on data analytics, in particular selecting, referencing, organising, manipulating and interpreting relevant data to draw valid conclusions about a hypothesis. Students initially frame a hypothesis within a chosen field and undertake an analysis to determine the multiple data sets needed to support their claim, the scope of the hypothesis and any constraints. Students complete this as the first part of a project; the other part is undertaken in Unit 4, Outcome 1.

Unit 4: Area of Study 1 - Data analytics: presenting the findings

Students draw on the conclusion they formed to their hypothesis in Unit 3, Outcome 2, and design and develop a multimodal online solution that communicates and substantiates this conclusion. Students evaluate the effectiveness of the solution in communicating the conclusion.

Unit 4: Area of Study 2 - Information management

The focus is on information management and its importance to organisations. Students develop knowledge about the components of an information system and the role of these components in managing information. They investigate how different organisations store and dispose of their data and information. Students examine the threats to this data and information, whether accidental, deliberate or technical, and consider the potential consequences to organisations of ineffective information management strategies.

Assessment

- School Assessed Coursework (SACs)
- School Assessed Task (SAT/folio)
- Examination

VET – Vocational Education and Training

Vocational Education & Training (VET) programs qualify as Units towards successful completion of the VCE and VCAL as well as providing a qualification in nationally accredited training certificates. VET subjects can provide pathways both to tertiary education as a part of the VCE load as well as pathways into TAFE programs as credit is given for any of the training modules which have been completed.

The VET courses aim to train students to meet the standards and skills required in industry. They replicate the work environment as far as possible, giving students access to the most modern equipment. All teachers are highly qualified with relevant industry assessment qualifications.

Students wishing to undertake the VCE VET stream need to be aware of the following: Students undertaking the VET stream will need to pay the costs of any uniform, texts and materials (less College subsidy). The amount of the College Subsidy will be determined when the number of students involved in VET studies and the level of fees for each of the courses is known.

ATAR Contribution

VCE VET programs are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status to other VCE studies assuming that all relevant assessment by coursework and examination is completed.

VCE VET Subjects available

- Certificate II Building and Construction (Carpentry) 22216VIC - Units 1-4
- Certificate III Laboratory Skills MSL30109 - Units 1-2
- Certificate III Music CUS30109 - Units 1-2
- Certificate II Dance CUA20113 - Units 1-2
- Certificate III Sport and Recreation SIS30513 - Units 1-4
- Certificate III in Digital Media CUF30107 - Units 1-2
- Certificate II in Furniture Making MSF20313 - Units 1-2
- Certificate II in Engineering Studies 22209VIC - Units 1-4

Certificate II - Building and Construction (Carpentry) 22216VIC Units 1-4

Description:

The program is designed for people entering the Building and Construction Industry who wish to become carpenters. This program will give students the opportunity to gain experience in a range of building related modules. The course is a partial completion of the certificate.

Certificate III - Laboratory Skills MSL30109 Units 1-2

Description:

Laboratory skills is a very hands on subject that endeavours to equip students with a broad range of skills that are used within the scientific community. This course is made up from a number of modules. Each module is designed to teach and train students in a number of skills and competencies. To be successful in the course you must demonstrate that you are competent in the skills being taught.

Certificate III - Music CUS30109 Units 1-2

Description:

Students undertake a wide range of activities related to music performance including song writing, improvisation, developing repertoire, musicianship, accompaniment and group work, investigation of genre and development of stagecraft.

Certificate II - Dance CUA20113 Units 1-2

Description:

The course allows students to develop their dance techniques and practices and perform a variety of dance styles in order to enhance their employment prospects in the live performance and entertainment industry. Participants work to gain a recognised credential and to make an informed choice of vocation or career path.

Certificate III - Sport and Recreation SIS30513 Units 1-4

Description:

The aim of the program is to provide specific skills and knowledge to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions. This program is offered over two years.

Certificate III in Screen & Media CUA31015 - Units 1-2

Description:

Units 1 and 2 of the Certificate III in Screen and Media include participating in work health and safety processes, developing and applying creative arts industry knowledge, and following design briefs to produce photographic images and soundtracks for film.

Certificate II in Furniture Making MSF20313 Units 1-2

Description:

The aim of this program is to provide young people with the opportunity to gain comprehensive entry level training in the Furniture industry. The program covers broad based and core skills in Cabinet Making.

Certificate II in Engineering Studies 22209VIC Units 1-4

Description:

This program provides entry level training in the Engineering/Manufacturing industries. This includes such occupations as conceive, design, manufacture, assembly, install, repair, package and sales.

VCAL at Marymede Catholic College

Introduction

The Victorian Certificate of Applied Learning (VCAL) course is an alternative to the VCE which provides an accredited pathway for the completion of secondary schooling. Students who complete this qualification may be keen to pursue careers commencing at the completion of Year 11 or 12. The VCAL provides practical work-related experience and a qualification recognised by TAFE institutes and employers. Together these create the transition from school into work, an apprenticeship or traineeship and/or further training at TAFE. It is also possible to access some University courses following further completion of studies.

The VCAL is made up of accredited courses/certificates. This qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests and new pathways for senior secondary students, in the context of applied learning, is an underpinning principle of the VCAL.

The VCAL qualification acknowledges these principles by:

- The development of knowledge and employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- The development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

VCAL offers students who prefer to learn in a more practical and applied manner to gain qualifications which are recognised across the country and which can provide access to employment, apprenticeships and further training such as TAFE courses. University entrance may be available following further studies in TAFE courses.

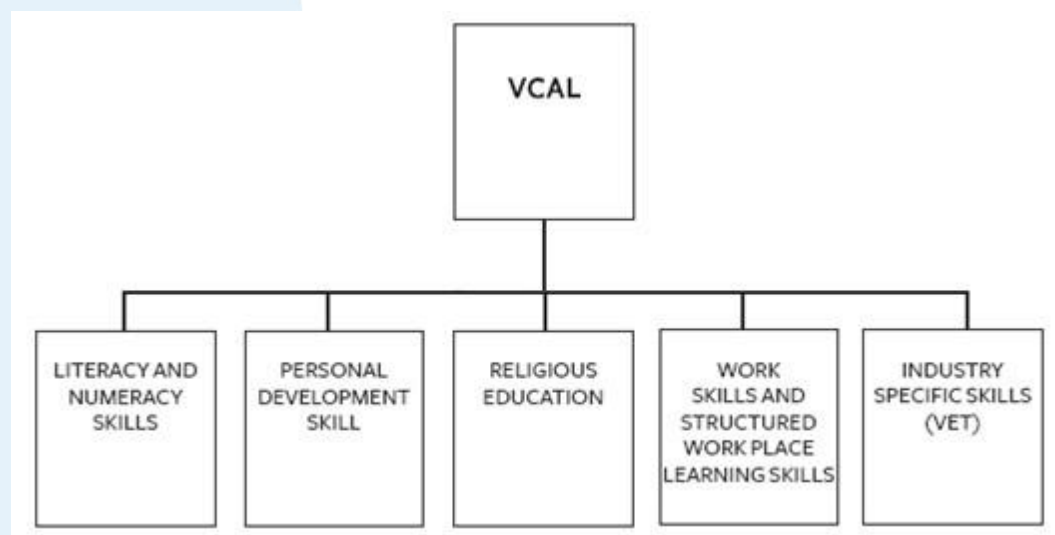
The total time commitment is similar to that for the VCE. However, VCAL students normally undertake:

- School-based learning.
- One day of VET study on or off-campus
- Structured work placement

VCAL Units

VET (Vocational Education and Training) is an integral component of the VCAL. At Marymede Catholic College all VCAL students will complete VET programs at an offsite or onsite location. Availability of these programs is dependent upon the availability of places at the external training organisation.

Each VCAL student pursues a specific VET program in their field of interest. This provides a vocational education and training credential that is recognised nationally. The diagram below maps out the program of study available to VCAL students.



Principles Underlying VCAL

The principles of Applied Learning are used foremost in VCAL. Applied learning is an approach, which emphasizes the relevance of what is being learnt to the 'real world', outside 'the classroom', and makes that connection as immediate and transparent as possible. This focus on a 'real life' application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the work force.

Secondly, and a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out of school context for students to demonstrate the relevance of what they have learnt.

Thirdly, and of equal importance, applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences.

Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles, and ways of learning.

Finally, applied learning also acknowledges that part of the transition from school to work is being treated as an adult, and that moving students out of the classroom to learn also means helping them to make a shift to become more independent and responsible for their own learning.

Additional Information Relating To VCAL

As part of their VCAL course at Marymede Catholic College all students continue to participate in the College's Religious Education Program.

Some **additional costs** are involved in the VCAL course. These vary from student to student, depending on which course is undertaken. These costs include things such as:

- TAFE Course materials fee.
- Uniform/clothing.
- Specialist equipment

For further information on the nature of this certificate, access the VCAA website: www.vcaa.vic.edu.au and follow the links to VCAL.

Glossary of terms

Assessment task - A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Australian Tertiary Admission Rank (ATAR) - The overall ranking on a scale of zero to 99.95 that a student received based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as the ENTER.

Outcomes - What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design. The satisfactory completion of an Outcome will be measured by achievement in assessment tasks.

SAC – Form of assessment task referred to as School Assessed Coursework. SACs are internally marked by Marymede teachers to demonstrate completion of Outcomes as set by the VCAA Study Designs. SACs are generally completed in class-time under certain constraints but may contain elements of home-based research and/or preparation.

SAT – Form of assessment task referred to as a School Assessed Task. SATs are internally marked by Marymede teachers but are likely to receive some form of external moderation. SATs refer to an extended folio of work completed over a longer period of time involving the development and implementation of a concept. SATs only appear in certain subjects, generally in the Visual Design area.

Study (VCE) – Another term used for a subject. Study is the term generally used in the VCAA literature.

Study design (VCE) - A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study Score – A student's overall achievement for each study is calculated into a ranking score on a scale of 0 to 50.

Study Scores are then used to calculate an ATAR. In order to qualify for a Study Score a student must complete the Unit 3/4 sequence in a single calendar year. The Study Score is calculated from two forms of assessment: (1) from internally marked assessment (SACs and SATs) which are

reported to VCAA as grades from A+ - UG. VCAA then moderates the grades to ensure fairness; (2) from the VCAA set end of year examination. Each Study has its own assessment components which are weighted differently.

Units (VCE) - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Vocational Education and Training (VET) – Accredited programs that may be a part of either the VCE or VCAL providing specialised practical training.

Victorian Certificate of Applied Learning (VCAL) – An accredited senior secondary school qualification.

Victorian Certificate of Education (VCE) - An accredited senior secondary school qualification.

Victorian Tertiary Admissions Centre (VTAC) - VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

Acknowledgements and Caveats

The material contained in this Handbook describes Marymede Catholic College's Senior Pathways as mandated by the VCAA and information provided by VCAA through the VCE Administrative Handbook 2015. Whilst every effort has been made to ensure the accuracy of the information presented, students and their parents should be aware that the VCAA issues periodic information through a variety of sources and errors inevitably occur.

If there are significant changes to information presented here, students will be made aware of these through written communication and the Marymede Newsletter.