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At Rosehill Secondary College we aim to foster the talents and nurture the aspirations of all senior students.

Choosing your program of study is a major and important decision in your life, and you need to research your options carefully. Start by asking yourself questions such as:

- What am I good at?
- What subjects do I enjoy most?
- What career goals do I have?
- What subjects and skills will I need to achieve these career goals?
- What level of school education will I need?
- What further education or training will I need?

Over the next few weeks you will be supported by your Home Group Teachers, the Senior School Staff and the Careers Advisor and your parents, as you address these questions whilst investigating career options and pre-requisite subjects to enable you to construct a course of study which will equip you for your future pathway.

Students who are vocationally oriented may consider enrolling in the VCAL program. More information on VCAL is to be found in the VCAL Handbook. You should also talk to the VCAL Coordinator. Some particularly well-organised students may opt to include a VET program in their subject choices. An application process is required for both of these options.

The course selection process for Year 11 students is often quite simple, as students will usually choose to simply omit their least important or least favoured Year 11 subject from their Year 12 program. However, I cannot stress highly enough the need for all students to check pre-requisite subjects for further study in the VICTER Guide (2017 for current Year 10 students, 2016 for current Year 11 students).

I urge students to take the time and make the effort to follow the subject selection process carefully. Remember, there are many people in the College who can help you at this important time, so use us …..
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The aim of Rosehill Secondary College is to provide a comprehensive VCE program for all students, whilst allowing for appropriate specialisation for students to find a pathway into further study or the work force.

ROSEHILL SENIOR PATHWAYS

The Victorian Certificate of Education (VCE) is generally completed over a two year period. However, the flexibility within the VCE allows students to complete it over an extended period if required by personal circumstances such as illness.

There are thirty-six studies to select from to make up your program. Each study is made up of at least two semester (or half year) length units of study.

Units 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. Units 1 and 2 may be taken separately. Units 3 and 4 must be taken together as a sequence within one year, unless special permission is granted by the Victorian Curriculum and Assessment Authority (VCAA).

It is not always advisable, but theoretically it is possible, to enter many studies at Units 2 or 3 without having studied the previous unit.

Over the two years of the VCE most full-time students at Rosehill Secondary College will undertake twenty-two to twenty-four semester length (i.e. twenty week long) units. Generally, you will attempt 12 units in Year 11 and 10 units in Year 12.

VCE Requirements

During your VCE studies, you must undertake:

- Four English Units * (two in Year 11 and two in Year 12)
- Five other studies in Year 11
- Four other studies in Year 12 (generally you will continue with five of the six studies undertaken in Year 11).

The idea is to select a program that meets the above requirements, whilst suiting your interests and aspirations for tertiary study, training and employment. It is also important to select studies that you enjoy, or are good at.

Satisfactory Completion of the VCE

Satisfactory completion of all Outcomes must be achieved in at least sixteen units in order to be awarded the VCE. This includes the following:

i) Three units of English, English as an Additional Language or Literature with at least one unit at Unit 3 or 4 level.

* Note

- The three units of English may be selected from VCE English Units 1 – 4, VCE English as an Additional Language Units 3 – 4 and VCE Literature Units 1 – 4.
- No more than two units at Units 1 and 2 may count towards the English requirement.
- Students may not obtain credit for both English Units 3 & 4 and English as an Additional Language (EAL) Units 3 and 4.
- Although students need only pass three units of English over the two years of their VCE, including one at Year 12, they must gain an ‘S’ in Units 3 and 4 English in the one year to generate an ATAR score.

PLUS

ii) Three sequences of Units 3 – 4 studies other than English.

Up to eight of the units of study may be VCE VET units obtained across up to two approved VET programs.
Assessment and the VCE

Outcomes
Each unit will have set work and assignments called ‘Outcomes’. An Outcome is the knowledge or skills that you must know or be able to demonstrate when you finish a unit.

Each VCE unit involves between two and four Outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of all Outcomes.

For Units 1 - 4, satisfactory achievement of all Outcomes is the decision of the school. Outcomes are internally assessed. ‘S’ or ‘N’ results are recorded on the Victorian Assessment Software System (VASS) for all units.

School Assessment – Units 1 & 2
In Units 1 & 2 levels of achievement will be measured according to performance in one or more methods of assessment; i.e. ‘Assessment Tasks’. These tasks are modelled on Year 12 assessment tasks and are partially designed to prepare students for the requirements of Year 12. Grades ranging from A-UG will be awarded for Assessment Tasks at Year 11; these do not, however, contribute to the ATAR score.

School Assessment – Units 3 & 4
There will be two forms of school assessment for level 3 & 4 sequences: School-Assessed Coursework and School-Assessed Tasks (in Arts and Technology studies). Each study will have three assessment components: two school assessments and one examination.

School-Assessed Coursework (SACs)
This is based on assessment of each student’s overall level of achievement on the assessment tasks designated in the Study Design. School-assessed coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

School-Assessed Tasks (SATs)
These are tasks completed at school in some studies to assess performance in Units 3 & 4. They are set and marked by teachers according to Victorian Curriculum and Assessment Authority (VCAA) specifications. They will occur in Media, Art, Studio Arts, Systems Engineering, Product Design and Technology, Food and Technology and Visual Communication Design.

VCE Reporting
For each sequence of Units 3 & 4, students’ level of achievement will be assessed using both school based assessment and external examinations. The assessments will be reported as grades A to E / UG.

VCAA will issue students with a ‘Statement of Results’ at the end of each year.

The College will provide descriptive reports for Units 1, 2 and 3. In addition parents and carers will receive results in Interim Reports issued each term.

VCAA will provide a detailed description of your achievements at the completion of Units 2 and 4. Eligible students will also receive a printed statement containing their ATAR score at the conclusion of Year 12.
The ATAR score
When you complete an approved sequence of Year 12 studies you will receive an Australian Tertiary Admission Rank (ATAR) score. This is a competitive ‘ranking’ which shows how you performed in relation to every other Year 12 student in the state. In its simplest form it is a percentage; for example an ATAR score of 70 shows that you performed as well as, or better than, 70% of Victorian Year 12 students.

The ATAR is the main (but not the only) entrance requirement for most higher education courses. It is important to be aware of the fact that many TAFE courses, generally Certificate IV and above, are relying increasingly on the ATAR score to select students.

Calculation of the ATAR score
A student will receive a scaled Study Score out of 50 for each Year 12 study which is successfully completed. The aggregate score is calculated by adding the Study Scores for English (or approved Year 12 English sequence) to the next best three study scores. These become the ‘primary four’ studies. 10% of the scores for any 5th or 6th studies are then added to the primary four to give an aggregate score, which is then ranked by the Victorian Tertiary Admissions Centre (VTAC) to become a percentage ATAR score.

Repeat Penalty
There is no penalty for repeating a subject, but it will be counted only once in calculation of the ATAR score.
YEAR 9
MATHS

YEAR 8
MATHS

YEAR 9
MATHS

YEAR 10
ADVANCED MATHS

YEAR 10
STANDARD MATHS

YEAR 10
GENERAL MATHS 1/2
(ACADEMIC)

YEAR 10
MATHS METHODS 1/2

YEAR 10
FURTHER MATHS 3/4

YEAR 10
FOUNDATION MATHS 1/2

YEAR 11

YEAR 11
GENERAL MATHS 1/2

YEAR 11
MATHS METHODS 3/4

YEAR 11
SPECIALIST MATHS 3/4

YEAR 12
UNIVERSITY MATHS

YEAR 12
STUDENTS MAY ELECT TO
STUDY NO MATHS AT YEAR 11

YEAR 12
STUDENTS MAY ELECT TO
STUDY NO MATHS AT YEAR 12

* YEAR 9 ACADEMIC RESULTS IN TESTS, EXAMS AND NAPLAN WILL BE USED TO DETERMINE ENTRY INTO YEAR 10 MATHEMATICS CLASSES.

* YEAR 10 ACADEMIC RESULTS IN TESTS, EXAMS AND THE YEAR 10 APTITUDE TEST WILL BE USED TO DETERMINE ENTRY INTO YEAR 11 MATHEMATICS CLASSES.
1. Year 9 Academic results in projects, tests and exams will be used to determine which stream of Science you can complete at Year 10.

2. Year 10 Life Science Academic results in projects, tests and exams will be used to determine which stream of VCE Science you can complete. Please note students must complete both semesters of Science for Life to be eligible for VCE.

3. Students wishing to enrol in VCE Physics are recommended to be also enrolled in Maths Methods.

Note: Students may elect to complete no Science at Year 11 or Year 12.
Unit 1 - Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information. The cash basis of recording and reporting is used throughout this unit. Students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Outcomes
1. Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. Using manual and ICT methods, identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2 - Accounting for a Trading Business

This unit 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 and suggest strategies on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package.

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

Assessment
The outcomes for Units 1 and 2 will be assessed using both manual and ICT methods through tasks selected from the following:
- Tests
- Assignments
- Case Studies
- Folio of Exercises

Unit 3 - Recording and Reporting for a Trading Business

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

Outcomes
1. Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
2. Record balance day adjustments and prepare and interpret accounting reports.
Unit 4 - Control and Analysis of Business Performance

This unit provides an extension of the recording and reporting processes from Unit 3. 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 and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

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

Assessment
At least 30 marks must be allocated to assessment that uses ICT application/s.
School-assessed Coursework for Unit 3 - 25%
School-assessed Coursework for Unit 4 - 25%
End-of-year Examination contributes - 50%

Note: School-Assessed Coursework will be conducted under test conditions using both manual and ICT methods.

Units 3 and 4 must be taken as a sequence. Students are strongly advised to undertake at least Unit 2 Accounting before attempting Units 3 or 4.
Art explores the links between art practice and art analysis. Art allows students to develop their art skills through the production of a comprehensive folio and a variety of finished art works, using both 2D and 3D art forms.

Students learn how to develop a folio, through the exploration and experimentation of materials, techniques and concepts. They will also learn how to incorporate the influences of other artists into their own work, whilst simultaneously developing and implementing their own ideas. In Units 3 and 4 students explore a theme of their choice and explore a range of concepts and ideas, resulting in the production of a major final piece.

Art is designed to support a fine art or design based pathway, by allowing students to create a folio that is useful for tertiary folio entrance, including architecture, fine art, fashion, interior design, industrial design and graphic design.

**Unit 1**

**Area of Study One: Art and Meaning**
This area introduces the concept of analytical frameworks to support the interpretation of the meaning and messages in art. Students learn the various ways of interpreting a variety of art forms, using a variety of methods.

**Area of Study Two: Art Making and Personal Meaning**
This area involves students creating a comprehensive art folio where they learn to use and experiment with a number of materials, techniques and processes. Students also learn how to professionally present a folio and incorporate the influence of major artists into their work.

**Outcomes**
1. Students prepare a booklet of written work which demonstrates their understanding of how to use the analytical frameworks when analysing art.
2. Students present a comprehensive folio of visual responses, including at least one major artwork.

**Unit 2**

**Area of Study One: Art and Culture**
This area focuses on the ways in which art reflects and communicates the values, beliefs and traditions for which it was created. Students will be exposed to a variety of different cultures and complete a written response.

**Area of Study Two: Art Making and Cultural Expression**
This area focuses on the exploration of areas of personal interest related to cultural expression. Students produce a folio of practical work based upon a cultural theme of their choice.

**Outcomes**
1. Students prepare a booklet of written work which demonstrates their understanding of how art reflects the values, beliefs and traditions for which it was created.
2. Students present a comprehensive folio of visual responses, including at least one major artwork based on a cultural theme of their choice.

**Assessment**
- In both Units 1 & 2 the first Outcome will be assessed through a set of visual solutions in a range of media and methods.
- The second Outcome will be assessed through written reports, oral reports and short answer responses discussing the requirements of the Outcomes.

As part of the VCE Visual Arts program, all Art and Studio Art students will need to purchase a VCE Art Kit. The kit is a compulsory and essential tool for successfully completing the program and can be purchased from your teacher during Orientation week.
Unit 3

**Area of Study One: Interpreting Art**
This involves an in depth exploration of art pre and post 1970, using the interpretive frameworks. Students present a folio of written work, and are supported by a drafting process.

**Area of Study Two: Investigation and Interpretation through Art Making**
Students develop their own art responses and present a sustained body of work that includes conceptual and practical investigations. Students develop at least four concepts related to a theme, and use the semester to develop and experiment with this theme, using the materials and processes of their choice.

**Outcomes**
1. Students produce a folio of written work that demonstrates an ability to apply interpretive frameworks to art pre and post 1970.
2. Students present a folio of work containing conceptual and practical ideas and experiments, and at least one finished art work.

Unit 4

**Area of Study One: Discussing and Debating Art**
Focuses on the discussing and debating of art issues and the role of art in society.

**Area of Study Two: Realisation and Resolution**
Focuses on the preparation and final presentation of concepts, ideas and observations developed and refined in Unit 3. Students select the concept with the most potential and develop an innovative and exciting final piece using the materials and processes of their choice.

**Outcomes**
1. Students present a folio of written work, demonstrating an ability to apply the interpretive frameworks to art pre and post 1970.
2. Students produce a folio of work where a concept from Unit 3 is resolved and refined. Students also present at least one final art work.

**Assessment**
Outcomes 1: each unit has a SAC consisting of an essay / report or test – 20% (10% + 10%)
Outcomes 2: (folio) in both units 3 and 4 will be measured by a SAT consisting of a body of work arising from the requirements of each unit – 30%
End-of-year Examination: short and extended responses based on material from Outcomes 2 of each unit – 30%

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As part of the VCE Visual Arts program, all Art and Studio Art students will need to purchase a VCE Art Kit. The kit is a compulsory and essential tool for successfully completing the program and can be purchased from your teacher during Orientation Week.
Unit 1 - Unity and Diversity

This unit looks at how living things (plants and animals) function. Each individual has a number of different systems inside them, each maintaining some aspect of life such as the provision of energy. These systems, along with the use of technology to explore, maintain and modify reproduction and development, will be investigated.

Outcomes
2. Functioning Organisms: Describe the requirements of an organism to sustain life and how the requirements are met. Compare and contrast asexual and sexual reproduction and describe the main features of the development and growth of organisms and the factors that can affect them.

Unit 2 - Organisms and their Environment

The world is a complicated place where living organisms (plants and animals including humans) interact with one another and their environment. Each organism plays a part in the ecosystem that sustains life on this planet. The effects or their interactions combined with environmental change are studied in this unit with an emphasis on Australian ecosystems.

Outcomes
1. Adaptations of Organisms: Explain and analyse the relationship between environmental factors, adaptations and distribution of living things.
2. Dynamic Ecosystems: Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Assessment
Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:
- Practical Activities
- Short Reports on Ecological Investigations
- Practical Reports in non-text formats such as poster and multimedia
- Questions and Problems
- Oral Presentations
- Structured Written Report of Field Studies
- Tests
- Field Investigations
- Structured Written Practical Reports

Unit 3 - Signatures of Life

Students consider the molecules and biochemical processes that are indicators of life. They investigate how cells communicate with each other, and how they recognise their ‘self’ from ‘non-self’. Students study how cells detect possible agents of attack and how physical barriers and the immune system can protect the body against pathogens.

Outcomes
1. Molecules of Life: Students analyse and evaluate evidence from practical investigations related to biochemical processes.
2. Detecting and Responding: Students study coordination and regulation of an organism’s immune responses to antigens.

Unit 4 - Continuity and Change

The genetic structure of an organism is what makes it unique. This unit explores inheritance, genes and the processes of evolution including natural selection. The origins and diversity of living organisms and the advances in technology, including biotechnology are considered.

Outcomes
1. Heredity: Students analyse evidence for the molecular basis of heredity and patterns of inheritance.
2. Change Over Time: Students analyse and evaluate evidence for evolutionary change and evolutionary relationships and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment
School-assessed Coursework will consist of:
Unit 3 - Two practical activities for Outcome 1, one practical activity and a short presentation.
Unit 4 - Two practical activities for Outcome 1, and an oral or written report demonstrating evolutionary relationships using first or second hand data and a short presentation on the application of gene technologies – 40% of the final assessment

There will be an End-of-year Examination on all the Outcomes of Unit 4 – 60% of the final assessment.

Note: Some Colleges reverse the order in which these Units are studies; i.e. Unit 2 in Semester 1 and Unit 1 in Semester 2.

It is recommended that students attempting Unit 3 should have completed Biology Units 1 and 2
Unit 1 - Small Business Management

This unit focuses on how small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail.

Outcomes
1. Students should be able to apply a set of generic business concepts and characteristics to a range of businesses.
2. Students should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
3. Students should be able to explain and apply the day to day activities associated with the ethical and socially responsible operation of a small business.

Unit 2 - Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations.

Outcomes
1. Students should be able to explain and apply a range of effective communication methods and forms in business related situations.
2. Students should be able to apply and analyse effective marketing strategies and processes.
3. Students should be able to apply and analyse effective public relations strategies and tactics and analyse their effectiveness.

Assessment
Achievement of all the outcomes for both Units 1 and 2 is assessed through assessment tasks that are progressive and done mostly in class time. They will consist of some or all of the following:
- Case Study Analysis
- Interview and report of contact with business
- Essay
- Business Research (print and online)
- Business simulation exercise
- Test
- Development of a marketing plan
- Computer Modelling
- Development of a marketing plan
- School-based short-term business activity
- Business Survey and Analysis
- Analytical Exercises

Unit 3 - Business Management – Corporate Management

In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes
1. Students should be able to describe and analyse the context in which large-scale organisations operate.
2. Students should be able to describe and analyse major aspects of the internal environment of large-scale organisations.
3. Students should be able to identify and evaluate practices and processes related to operations management.

Unit 4 - Business Management – Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes
1. Students should be able to identify and evaluate practices and processes related to human resource management.
2. Students should be able to analyse and evaluate the management of change of large-scale organisations.

Assessment
School-assessed Coursework for Unit 3 (Students performance on each outcome will be assessed using one or more of the following: case study, structured questions medial analysis, test, essay report in written form or report in multimedia format) – 25%.
School-assessed Coursework for Unit 4: Students’ performance on each outcome will be assessed using one or more of the following: case study, structured questions media analysis, test, essay, report in written form or report in multimedia format) – 25%.
End-of-year examination relating to all outcomes in Units 3 and 4 – 50%.
### Unit 1 - The Periodic Table and Materials

Unit 1 focuses on the Periodic Table and Materials. Surface Chemistry is studied in the context of Nanotechnology. An emphasis is placed on how evidence is used to develop or refine chemical ideas, knowledge and models. Area of Study 1 (The Periodic Table) focuses on the atom as well as fundamental chemical ideas such as ‘The Mole’. Area of Study 2 (Materials) focuses on the structure, properties and applications of materials. This is achieved through the construction of models, activities and experiments. Nanotechnology is explored by relating the interaction of chemicals at surfaces.

**Outcomes**
1. Explain how evidence is used to develop or refine chemical ideas and knowledge.
2. Able to use models of structure and bonding to explain the properties and applications of materials.

### Unit 2 - Water and the Atmosphere

Unit 2 is studied in the context of Environmental Chemistry and includes materials related to Green Chemistry, desalination processes and processes relevant to greenhouse gases. An emphasis on chemical reactions and processes that help to sustain life is also included. Area of Study 1 (Water) focuses on how the importance of water (chemical and physical) is related to living things. Area of Study 2 (the Atmosphere) focuses on the interaction between living things and gases of the atmosphere. The behaviour of gases is used as a basis to explore state, national and global issues associated with human impact on the atmosphere.

**Outcomes**
1. Able to write balanced equations and apply these to qualitative and quantitative investigations or reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
2. Able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

**Assessment**
Achievement of all Outcomes in Units 1 and 2 will be measured progressively by performance in a selection of the following:
- Practical Work
- Modelling
- Tests
- Concept Maps
- Short Reports
- Oral, poster and Multimedia Presentations
- Construction and simulation of molecules, bonding formulas

### Unit 3 - Chemical Production and Analysis

This unit examines the scope of techniques available to the analytical chemist. Students will use a variety of analytical and instrumental techniques to analyse products in the laboratory. They will also investigate systematic organic chemistry, including production of starting materials for particular reaction pathways.

**Outcomes**
1. Evaluate the suitability of techniques and instruments used in chemical analyses.
2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

### Unit 4 - Chemistry at Work

This unit examines the industrial production of chemicals and the energy changes associated with chemical reactions. Students will focus on the factors that affect the rate and extent of a chemical reaction. They explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals. The students also focus on the use of different energy resources, including the advantages and disadvantages of their continued use.

**Outcomes**
1. Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
2. Analyse chemical and energy transformations occurring in chemical reactions.

**Assessment**
Each unit in the School-assessed Coursework will consist of three assessment tasks, selected from the following: An extended experimental investigation, a written report of a practical activity, a response to stimulus material and analysis of data using structured questions, and a report related to chemical pathways.

School-assessed Coursework for Units 3 and 4 will contribute 40% of the final assessment. End-of-year Examinations will contribute 60% of the final assessment.
Unit 1
In Unit 1, students explore the body as an instrument of expression and learn about and develop technical and physical skills as they begin to develop a personal movement vocabulary. Unit 1 now includes four areas of study and four outcomes. Teachers may teach the outcomes in any order they choose including in an integrated manner.

Outcome 1 – Dance Perspectives
Describe and document the intention, body actions, technical and physical skills used in their own and other choreographers’ dance works.

Outcome 2 – Choreography and Performance
Choreograph and perform a unified composition (either solo or group) and complete structured improvisations.

Outcome 3 – Dance Technique and Performance
Expressly execute a range of body actions in a learnt dance work, through the safe use of physical and technical skills.

Outcome 4 – The Body – Physiology and Maintenance
Describe the safe use, maintenance and function of the dancer’s body.

Unit 2
As in the current study, Unit 2 focuses on expanding students’ personal movement vocabulary through regular and systematic training and development of choreographic skills through exploration of the elements of movement – time, space (including shape) and energy. Note that throughout the study, the element of space is described as ‘space - including shape’. ‘Space’ can be defined as the area in which dance occurs and ‘shape’ can be defined as the sculptural design of one or more bodies in space. Students also study dance form.

Outcome 1 – Dance Perspectives
Analyse and discuss the expressive use of the elements of movement and cultural influences on pre 1930s dance traditions / styles.

Outcome 2 – Choreography, Performance and Dance-Making Analysis
Choreograph and perform a solo or group dance work, complete structured improvisation and describe dance-making and performance processes.

Unit 3
As in the current study, this unit focuses on the choreography and performance of a solo dance work that communicates an expressive intention. The intention selected by students for this work should facilitate the expressive execution of a diverse range of body actions and manipulations or the elements of movement through the safe use of a wide range of technical and physical skills.

Outcome 1 – Dance Perspectives
Analyse cultural influences on, and the expressive use of movement phrases, dance design and production aspects to communicate the expressive intention in the prescribed solo dance works.

Outcome 2 – Choreography, Performance and Dance-Making Analysis
Compose and perform a solo dance work demonstrating physical and performance skills and analyse the processes used in composing, rehearsing and performing the dance work.

Outcome 3 – Dance Technique, Performance and Dance Analysis
Perform and interpret a learnt group dance work and analyse the processes used in learning, performing and interpreting the dance work.
Unit 4

The focus of this unit is similar to Unit 4 in the current study design. Students choreograph and perform a solo dance work that is a unified composition, which explores ways of manipulating elements of spatial organisation to communicate a chose expressive intention.

Outcome 1 – Dance Perspectives
Analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.

Outcome 2 – Choreography and Performance
Choreograph, rehearse and perform a solo dance work which has a unified composition and communicates an expressive intention and analyse the processes used to choreograph, rehearse and perform the dance work.

Assessment
Unit 3 School-assessed Coursework – 15%
Unit 4 School-assessed Coursework – 10%
End-of-year Performance Examination – 50%
End-of-year Written Examination – 25%
Unit 1 - Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s, and the manipulation of expressive skills in the creation and presentation of characters. The unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

Outcomes
1. Use the play making techniques to devise and develop solo and/or ensemble performance/s based on experiences and/or stories, as well as describe the drama processes used to shape and develop this performance work.
2. Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify and evaluate use of performance styles and describe the use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

Unit 2 - Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, an art work, a text and/or an icon from a contemporary or historical Australian context. This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work.

Outcomes
1. Use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play making techniques used to shape and develop this performance work.
2. Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify the use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

Assessment
• Journal and Rehearsal Demonstration
• Performance
• Essays / Report / Structured questions
• Written Analysis
• Oral Presentations
• Multimedia Presentations
Unit 3 - Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. The processes involved in the development and realisation of the ensemble are developed and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Outcomes
1. Develop and present character/s within a non-naturalistic ensemble performance.
2. Analyse play making techniques used to construct and present ensemble works including the work created for Outcome 1.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Unit 4 - Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. The processes involved in the development of solo work are also analysed and evaluated.

Outcomes
1. Create and present a short solo performance based on stimulus material, and evaluate the processes used.
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

Assessment
School-assessed Coursework for Unit 3 – 30%
School-assessed Coursework for Unit 4 – 10%
Final Performance – Solo Examination – 35%
Final Written Exam – 25%
Economics is about how a society organises itself to meet the needs and wants of its citizens. Social, political and economic decisions not only influence living standards but they are fundamental to the wellbeing on nations. Economics is relevant to tertiary studies in Business, Accounting, Arts, Humanities and Social Work.

Unit 1 - Economics: choices and consequences

This unit is the study of markets and the economic decision making of households, businesses and governments and issues of importance to the Australian economy and its people in the twenty-first century.

Outcomes
1. Explain the role of markets and how they work and how economic decisions are made in the Australian economy, and be able to apply economic decision making to solve economic problems.
2. Analyse contemporary Australian economic issues such as economic growth and sustainable development using the tools and methods of economics and describe the changing nature of economic issues in Australia.

Unit 2 - Economic change: issues and challenges

This unit is the study of Australia’s population and employment and global economic issues and how they have caused change in the Australian economy.

Outcomes
1. Explain the factors that influence Australia’s Population and labour markets and how changes in these areas impact living standards
2. Explain two contemporary global economic issues and how they impact living standards in Australia and abroad.

Assessment
Achievement of all outcomes in Units 1 and 2 will be measured progressively by performance in a selection of the following:
- Analysis of written, visual and statistical evidence
- Essays
- Debates
- Oral Presentations
- Folio of applied economics exercises
- Role-plays
- Media Reviews
- Multimedia Productions
- Collection and analysis of current newspaper articles
- Tests
- Case Studies
- Report of an investigation
- Tests
- Case Studies
- Report of an investigation

Unit 3 - Economic Activity

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

Outcomes
1. Explain the operation of the market mechanism and how it operates to allocate resources in Australia.
2. Examine the nature and importance of key economic goals and describe the factors that influence the achievement of those goals and their impact on living standards.

Unit 4 - Economic Management

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

Outcomes
1. Explain the nature and operation of government macroeconomic demand management policies and evaluate its effectiveness in terms of achieving the Australian Government’s economic goals over the past four years.
2. Explain the nature and operation of government aggregate supply policies, evaluate the effectiveness of these policies in achieving economic objectives over the past four years and analyse the current government policy mix.

Assessment
School-assessed Coursework for Unit 3 (Folio or essay or a test* plus a multimedia or written report or a test*) - 25%
School-assessed Coursework for Unit 4 (Essay plus problem solving or a test or data analysis or media reports) - 25%
End-of-year Examination: Interpretation and analysis of material relating to all outcomes in Units 3 and 4 - 50%
* Multiple Choice Test
Unit 1 - English

The focus of the unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students develop competence and confidence in creating written, oral and multimedia texts.

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

Assessment
Assessment will be based on the student’s performance on a selection of written, oral and multimodal assessment tasks. One or more assessment tasks must be undertaken for each of Outcomes 1 and 3. Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected context. One, but not more than one, task in Unit 1 must be in oral form.

Unit 2 - English

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

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

Assessment
Assessment will be based on the student’s performance on a selection of written, oral and multimodal assessment tasks. One or more assessment tasks must be undertaken for each of Outcomes 1 and 3. Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected context. One, but no more than one, task in Unit 2 must be in oral form.
Unit 3 - English

This unit focuses on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

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

Unit 4 - English

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

Outcomes
1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.
3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Assessment
School-assessed Coursework for Unit 3 – 25%
School-assessed Coursework for Unit 4 – 25%
Three hour End-of-year Examination on all outcomes in Units 3 and 4 – 50%
Assessment for Students undertaking English as an Additional Language (EAL) is modified as set out by the VCAA.
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

**Outcome**
On completion of this unit the student should be able to:
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

**Outcome**
On completion of this unit the student should be able to:
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

**Assessment**
Assessment tasks for Units 1 and 2 are selected from the following:
- Production work and records of production
- Designing and developing a solution in response to a design brief, including production work
- Tests (short and / or extended answer)
- Practical tests
- Short written reports (for example, media analysis, report or comparative analysis on a food testing activity, industry visits, or product evaluation)
- Oral reports supported by visual presentations (for example, multimedia)
- Online publication / communication (for example, blog / wiki / website / podcast / vodcast).
- Design Folio
Unit 3 - Food Preparation, Processing and Food Controls

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Outcomes
On completion of this unit the student should be able to:
1. Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
2. Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3. Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4 - Food Product Development and Emerging Trends

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

Outcomes
On completion of this unit the student should be able to
1. Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.
2. Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

Assessment
Percentage contributions to the study score in VCE Food and Technology are as follows:
Unit 3 School-assessed Coursework - 18%
Unit 4 School-assessed Coursework - 12%
Units 3 and 4 School-assessed Task – 40%
End-of-year Examination – 30%
Unit 1 - Natural Environments

This unit investigates the geographic characteristics of natural environments that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments. The world’s physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment.

**Outcomes**
1. Describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

Unit 2 - Human Environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

**Outcomes**
1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

**Assessment**
All of the outcomes in both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each outcome.

- Research Reports
- Written Responses
- Tests
- Data processing and presentations – maps, graphs, annotated visual displays
- Recording and Reporting on data collected in the field

Unit 3 - Regional Resources

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray - Darling Basic Region. Students will use fieldwork to investigate a local resource.

**Outcomes**
1. Should be able to analyse the use and management of water within the Murray - Darling Basin Region and evaluate its future sustainability.
2. Should be able to describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Unit 4 - Global Perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response. Students must investigate two global phenomena in each area of study, one of which must be human population.

**Outcomes**
1. Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
2. Evaluate the effectiveness of responses and policies to manage global phenomenon from global perspective.

**Assessment**
School-assessed Coursework for Unit 3: For Outcome 1, any one or a combination of the following formats: a data analysis, a case study, a multimedia presentation, a structured essay, a report, structured questions, short answer questions and a test. For Outcome 2, a written fieldwork report. For Outcomes 1 and 2 - 25%
School-assessed Coursework for Unit 4: For Outcomes 1 and 2, as above - 25%
End-of-year Examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 - 50%
The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 1 - The Health and Development of Australia’s Youth

In this unit students are introduced to the concepts of health and individual human development of Australia’s youth. Factors such as the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development will be studied. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Outcomes
1. Students should be able to describe and explain the dimensions of, and the interrelationships within and between, health and individual human development.
2. Students should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.
3. Students should be able to outline the health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2 - Individual Human Development and Health Issues

This unit focuses on the lifespan stages of childhood and adulthood. Students learn that social environment determinants such as the family and community are crucial, as children develop through their relationships with others. A range of determinants, which include biological and behavioural factors, as well as physical and social environments, influences adulthood. A number of issues that governments and communities need to consider in planning for the future of the health system are also considered.

Outcomes
1. Students should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.
2. Students should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.
3. Students should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

Assessment
Satisfactory completion for Units 1 and 2 is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Assessment tasks for these units can be selected from the following:
- Case study analysis
- Data analysis
- Visual presentation (concept / mind map, poster or Presentation file)
- Oral Presentation (debate, podcast)
- Blog
- Test
- Written response (research assignment or briefing paper)
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. This unit focuses on the health status of Australians generally and specific population groups. It also covers what government and non-government organisations are doing to promote health, especially in the area of healthy eating.

Outcomes
1. Students should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. Students should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4 - Global Health and Human Development

This unit explores the concepts of health, human development and sustainability as they relate to developed and developing countries. Reasons for differences are also explored, as well as the work of government and non-government agencies in promoting health and human development.

Outcomes
1. Students should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nation’s Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
2. Students should be able to describe and evaluate programs by international and Australian government and non-government organisations in promoting health development and sustainability.

Assessment
The student’s level of achievement will be determined by School-assessed Coursework (three SACs per unit) and an End-of-year Examination.

Contribution to final assessment
Unit 3 School-assessed Coursework – 25%
Unit 4 School-assessed Coursework – 25%
End-of-year Examination – 50%
**Unit 1 - 20th Century History**  
**1900 – 1945**

This unit will be based on one or more historical contexts from within the specified time period 1900 to 1945: for example, Imperial Russia and the Soviet Union; Palestine and the break-up of the Ottoman Empire; the collapse of the Hapsburg Empire; Japan, Germany, America, Europe and World War II; French Indochina; the Middle East and China.

**Outcomes**

1. Analyse and explain the development and impact of a political crisis and conflict in the period 1900 – 1945.
2. Analyse and discuss patterns of social life and the factors that influenced changes in patterns of social life in the first half of the twentieth century.
3. Analyse the relationship between the historical context and a cultural expression of the period from 1900 – 1945.

**Unit 2 - 20th Century History**  
**since 1945**

This unit will be based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism and globalisation.

**Outcomes**

1. Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
2. Evaluate the impact of a challenge(s) to establish social, political and/or economic power during the second half of the twentieth century.
3. Analyse issues faced by individuals and communities in the face of social, technological and political change.

History is one of Victoria’s most popular studies in senior humanities and is suitable for final or continuing studies. It can be counted for entry to many tertiary courses. It also provides the opportunity for advanced students to undertake a year 12 unit earlier, if they meet school requirements.

**Assessment**

For both units, most assessment tasks will be written and one will analyse visual evidence. They will be chosen from this list:

- Analytical Exercises
- Oral Presentations
- Biographical Studies
- Multimedia Presentations
- Responses to Literature
- Tests
- Essays
- Short Reports
- Film Reviews

**Unit 3 - Australian History – Imagining Australia**

This unit focuses on the European experience in Australia from early years of the Port Phillip District (late Victoria) through the nineteenth century and up to the outbreak of World War 1. It also focuses on how Australians wished themselves to be perceived by the outside world and who would be included in the new nation.

**Outcomes**

1. Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.
2. Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

**Unit 4 - Australian History**

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War 1, The Depression of World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion.

**Outcomes**

1. Analyse the ways in which Australians acted in response to a significant crises faced by the country during the period 1914 to 1950.
2. Evaluate the extent to which changing attitudes are evident in Australian’s reactions to significant social and political issues.

**Assessment**

Unit 3 and 4: Each of the following four assessment tasks must be taken over Unit 3 and 4: Research Report and Analysis of Visual and/or written documents and historiographical exercise and essay. Scores of Unit 3 – 25%

Scores of Unit 4 – 25%

Final Examination – 50%
VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

Unit 1 - Workplace participation

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways.

Outcomes

1. Investigate career pathways and analyse current and future work options.
2. Explain the entry-level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work-related skills.
3. Explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with this issue.

Unit 2 - Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Outcomes

1. Identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
2. Describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry, and explain the role of work-related skills in supporting innovation in the industry.
3. Analyse the impact of one or more significant issue/s on an Australian industry and discuss how the industry has responded to the issue/s in an enterprising way.

Assessment

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

Assessment tasks for this unit are selected from the following:
• an industry investigation and profile
• an interview and a personal profile
• a work-related skills portfolio
• a self-assessment
• a workplace investigation
• a workplace learning report
• a multimedia presentation
• an essay
• a test
• a case study
Unit 3 - Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students’ exploration of the importance of work-related skills.

Outcomes

1. Describe and discuss enterprise culture in a community and/or work setting, and explain how the development of work-related skills by individuals contributes to an enterprise culture.
2. Able to discuss the role of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.

Unit 4 - Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Outcomes

1. Describe and analyse pressures and opportunities for change, evaluate responses to change in an Australian industry, and discuss how development of work-related skills assists the industry in responding to change.
2. Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and an enterprise culture.

Assessment

The student’s level of achievement in Unit 3 & 4 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 3 will contribute 25 per cent. School-assessed Coursework for Unit 4 will contribute 25 per cent.

The student’s performance on each outcome is assessed using one or more of the following:
• a report (written or multimedia)
• a case study
• an essay
• a test

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.
**Unit 1 - IT in Action**

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

**Outcomes**

1. Transform an existing printed information product into an onscreen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience’s skills or work practices.
2. Solve an information problem by collecting data and using database management software to manipulate that data.
3. Contribute collaboratively to the creation of an onscreen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

**Unit 2 - IT Pathways**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills.

**Outcomes**

1. Demonstrate progression in the ability to use a programming or scripting language, record and learning progress electronically and explain career pathways that require the use of the software skills.
2. Represent a networked information system within an organisation and describe the way a specified set of data flows through the system where it is stored and where it is processed.
3. Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

**Assessment**

Demonstration of the achievement of all the above outcomes is based on performance in a selection of the following tasks:
- Designing and developing solutions using information technology tools, equipment and techniques.
- Short Written Reports
- Tests (short answer, open book, practical)
- Oral Reports supported by Visual Presentation.
**Unit 3 - IT Applications**

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Students acquire and apply knowledge and skills in the use of an RDBMS.

**Outcomes**
1. Propose and apply project management and problem solving strategies to produce a solution and an information product using database management software which meets the decision making needs of a specific audience.
2. Design, create and evaluate a prototype website that meets an organisation’s needs of sharing knowledge and collaborative problem solving within a virtual team environment and explain the requirements of the networked information system that supports the use of this website.

**Unit 4 - IT Applications**

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Students use either a database or a spreadsheet to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation.

**Outcomes**
1. Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation and evaluate the effectiveness of their problem solving strategies.
2. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information and recommend improvements.

**Assessment**
School-assessed Coursework
For all outcomes of Units 3 and 4 a selection from an annotated information product in response to:
- Design Brief
- Project Management Report
- On Screen Information Product and Documentation
- Test
- Written Report
- Annotated Visual Representation
- 50% of Final Assessment (25% each unit)

End-of-year Examination: interpretation and analysis relating to all Outcomes in Units 3 and 4 - 50% of Final Assessment

Note: You may do both Information Technology Applications and Software Development and get full VCE credit for each sequence.
Unit 3 - Software Development

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. Students develop and apply knowledge and skills in determining the requirements of solutions to information problems involving the use of a programming language. Students identify relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. Students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Outcomes
1. Students should be able to analyse an existing networked information system used in an organisation and propose physical design specifications for a new or modified networked information system.
2. Students should be able to produce a software module suitable for implementation on a portable computing device in response to a design specification, verify its performance against this specification and explain how the program has taken into account an ethical dilemma or a legal obligation.

Unit 4 - Software Development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a computer networked environment. Students continue to study the programming language selected in Unit 3.

Outcomes
1. Students should be able to apply the stages of software development, to produce purpose designed software that takes into account a networked information system objective and the needs of end users.
2. Students should be able to propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment.

Assessment
School Assessed Coursework: For all outcomes of Units 3 and 4, a selection from:
• Written Report
• Tests
• Visual Representation
• Software Module
• Annotated Solution

50% of Final Assessment (25% each unit)
End-of-year Examination: Interpretation and analysis relating to all Outcomes in Units 3 & 4 - 50% of Final Assessment

It is recommended that students have completed Units 1 & 2 – Information Technology (IT in Action and IT Pathways) prior to undertaking this study.

Note: You may do both IT Applications and Software Development and get full VCE Credit for each sequence.
Unit 1 - Languages

Learning activities in these courses enhance the students’ ability to communicate more confidently in a variety of everyday situations. Through the study of prescribed themes and topics students will use Languages to meet three outcomes.

Outcomes
1. Establish and maintain a spoken or written exchange related to personal experience.
2. Obtain information from written and spoken texts.
3. Produce a personal response to a text based on a real or imaginary experience.

Unit 2 - Languages

These courses build on the knowledge and skills developed in Unit 1, allowing students to gather, interpret and convey information, ideas and opinions.

Outcomes
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Express real or imaginary experiences in written or spoken form.

Methods of Assessment
The College will assess levels of performance through four tasks per unit selected from:
- Informal conversation
- Biography
- Journal entries
- Reply to letter, email or fax
- Brochure
- Message
- Obtaining information through spoken texts
- Essay
- Personal account
- Obtaining information through written texts
- Extended caption
- Personal profile
- Oral presentation
- Report
- Short story
- Review
- Role play
- Speech script
- Article
- Invitation
- Summary

Unit 3 - Languages

Units 3 and 4 will continue to develop listening, speaking, reading and writing skills through the prescribed themes and topics. In this unit there are three outcomes:

Outcomes
1. Express ideas through the writing of original texts.
2. Analyse and use information from spoken texts in a written response.
3. Exchange information, opinions and experiences orally in a three to four minute role play.

Unit 4 - Languages

In this unit students complete a prescribed, detailed study. There are two outcomes:

Outcomes
1. Analyse and use information from written texts in a written form.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the language speaking communities.

Assessment
School-assessed Coursework (50%) and two End-of-year Examinations: one written and one oral (50%) will determine each student’s level of achievement.

NOTES
- Upon entry to a VCE Language, students should have successfully completed at least five units of that Language up to Year 10.
- It is recommended that students entering VCE Language study have previously studied the language in Year 7 to 10 or have been communicating in the language at home. However, there are no prerequisites for Units 1, 2 and 3.
- If students wish to study a language not taught at the College, they should talk to Mr Soumalias about enrolling in the Victorian School of Languages (VSL) and attending a VSL Centre on Saturdays or completing the study online.
- Bonus points for the ATAR may be awarded for the completion of Languages Units 3 and 4.
Unit 1 - Criminal law in Action

This unit examines the need for laws in society. The key features of criminal law will be focused on. This will include how it is enforced and adjudicated and the possible outcomes and impacts of crime. A study of contemporary cases and issues will be made that explore different types of crimes and rights and responsibilities under criminal law. The role of parliament and subordinate authorities in law-making will also be examined, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

This unit also investigates the processes and procedures followed by courts in hearing and resolving criminal cases. The main features and operations of criminal courts will be explored as well as the effectiveness of the criminal justice system in achieving justice.

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

Unit 2 - Issues in Civil Law

This unit examines the rights that are protected by civil law, as well as obligations that laws impose. It also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

A focus will be made on significant cases that have impacted on the legal system and on the rights of individuals.

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

Assessment
Demonstration of achievement of outcomes in both Units 1 and 2 must be based on the student’s performance on a selection of assessment tasks. Assessment tasks for both units are selected from the following:
• Structured assignment
• Essay
• Mock court or role-play
• Folio and report
• Case study
• Test
• Report (written, visual, oral or multimedia).
Unit 3 - Law Making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws, and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system and on society as a whole. Students undertake a comparative analysis with another country. The importance of the role of the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights is examined. A focus is also made on the nature and importance of courts as law-makers and on their effectiveness as law-making bodies. Students investigate the relationships that exist between parliaments and the courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

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

Unit 4 - Resolution and Justice

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws, and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system and on society as a whole. Students undertake a comparative analysis with another country. The importance of the role of the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights is examined. A focus is also made on the nature and importance of courts as law-makers and on their effectiveness as law-making bodies. Students investigate the relationships that exist between parliaments and the courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

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

Assessment
School assessed coursework will contribute 50% of the assessment for the whole of the Units 3 and 4 sequence (25% per unit). The student’s performance on each outcome will be assessed using one or more of the following: a case study, structured questions, a test, an essay, a report in written format, a report in multimedia format and a folio of exercises. The End-of-year Examination will focus on the interpretation and analysis of material relating to all outcomes in Units 3 and 4 and will contribute to 50% of the overall assessment study score.
Unit 1 - Literature

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print text.

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

Unit 2 - Literature

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as language, characterisation and ideas.

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

Assessment
Each outcome in both Units 1 and 2 has a set of Assessment Tasks that are mainly completed in class time. They relate directly to the work covered for each outcome and may be summaries, reading journals, oral or written reviews, analyses of passages, discussion papers, preparation for debates, essays, written interpretations, focused discussions or multimedia presentations.
Unit 3 - Literature

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

Outcomes
1. Analyse how meaning changes when the form of a text changes.
2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate the views of a text and make comparisons with their own interpretation.

Unit 4 - Literature

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

Outcomes
1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Analyse critically the features of a text, relating them to an interpretation of the text as a whole.

Assessment
End-of-year Examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 - 50%

School-assessed Coursework: worth 50% of final assessment (i.e. 25% per unit), at least one task per outcome being selected from:
• Original piece of writing
• Written Analysis
• Written Reflections
• Essays
• Reviews
• Discussion papers
• Selections and discussion of text
• Re-creation or reworking of a text
Units 1 & 2

Foundation Mathematics is designed for students who need mathematical skills to support their other skills. It is for students who do not intend to undertake Unit 3 and 4 Mathematics in the following year.

There is a strong emphasis on practical mathematics relating to everyday life, personal work and study. These units will be especially useful to students undertaking VET studies. The areas of study are Space, Shape and Design, Patterns and Number, Handling Data and Measurement and Design.

Outcomes
1. Confidently and competently use mathematical skills and concepts from the areas of study of Space, Shape and Design, Patterns and Number, Handling Data and Measurement and Design.
2. Apply and discuss basic mathematical procedures relating to familiar situations, personal work and study.
3. Select and use technology to apply mathematics to a range of practical contexts.

Assessment Tasks
• Tests
• Assignments
• Summary or Review Notes
• Student Workbooks must be kept up to date, including homework and class work
• Projects: Short written responses, problem solving tasks, modelling tasks.
• Incorporate appropriate use of technology in the achievement of Outcomes 1 & 2.
Units 3 & 4

This course can only be chosen if students have obtained a satisfactory pass in Year 11 General Mathematics (Business), General Mathematics (Academic) or Mathematical Methods with a satisfactory examination grade. These units follow on from the areas of study in General Mathematics (Business). It has a compulsory area of study, Data Analysis, and then a selection of three Applications Modules from Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business-Related Mathematics, Networks and Decision Mathematics and Matrices.

Outcomes

Unit 3:
1. Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Use mathematical concepts and skills developed in the ‘Data Analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry analysis in situations requiring problem solving, modelling or investigate techniques or approaches in the area of study ‘Data Analysis’ and the selected module from the ‘Applications’ area of study.

Assessment Tasks
School-assessed Coursework – One Application Task, Three Analysis Tasks – 34%
Two End-of-year Examinations
Examination 1 – Facts, skills and applications – 33%
Examination 2 – Analysis Tasks – 33%

Unit 4:
1. Define and explain key terms and concepts as specified in the content from the ‘Application’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of Mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry analysis in situations requiring problem solving, modelling or investigate techniques or approaches in the area of study ‘Data Analysis’ and the selected module from the ‘Applications’ area of study.

Outcomes

Unit 4:
1. Define and explain key terms and concepts in the Coordinate Geometry, Circular Functions, Algebra, Calculus, Vectors in Two and Three Dimensions and Mechanics areas of study and apply related mathematical routines and procedures.
2. Apply mathematical processes with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.
3. Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem solving. Modelling or investigate techniques or approaches.

Assessment Tasks
School-assessed Coursework – One Application Task, Two Analysis Tasks, Two Tests – 34%
Two End-of-year Examinations
Examination 1 – Facts, skills and applications – 22%
Examination 2 – Analysis tasks - 44%
**MATHEMATICS GENERAL (ACADEMIC)**

**Units 1 & 2**

This course can only be chosen in conjunction with Mathematical Methods 1 & 2. The major part of the course is designed to be studied in parallel with Mathematical Methods 1 & 2 in order to give students the best opportunity for success in Mathematical Methods in Year 12. A part of the course is aimed at those students who have shown the ability to study Specialist Mathematics in Year 12. These units cover Linear Relations, Graphs Equations, Univariate & Bivariate Data, Number Systems, Shape and Measurement, Trigonometry, Sequences and Series, Coordinate Geometry and Variation and Polynomial Functions.

Your Mathematics Teacher will have made a recommendation as to the most appropriate Mathematics choice/s for you. Check with your teacher if you are unsure of which Mathematics units to choose.

**Outcomes**

1. Define and explain key concepts in relation to topics from the selected areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications in at least three of the areas of study.
3. Use technology to carry out analyses of situations requiring problem solving, modelling or investigation in at least three of the areas of study.

**Assessment Tasks**

- Tests
- Assignments
- Summary or Review Notes
- Student Workbooks must be kept up to date, including homework and class work
- Projects – Short written responses, problem solving tasks, modelling tasks.
- Incorporate appropriate use of technology in the achievement of Outcomes 1 & 2.

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**MATHEMATICS GENERAL (BUSINESS)**

**Units 1 & 2**

This course is designed for students who have passed Year 10 Mathematics and want to study Mathematics in Years 11 and 12.

These units cover Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry. These areas of study will prepare students for Units 3 & 4 Further Mathematics. The areas of study may be varied according to the needs of students. Consult your College Course Advisor for a recommendation about which stream of General Mathematics will be suitable for you.

**Outcomes**

1. Define and explain key concepts in relation to topics from the selected areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications in at least three of the areas of study.
3. Use technology to carry out analyses of situations requiring problem solving, modelling or investigation in at least three of the areas of study.

**Assessment Tasks**

- Tests
- Assignments
- Summary or Review Notes
- Student Workbooks must be kept up to date, including homework and class work
- Projects – Short written responses, problem solving tasks, modelling tasks.
- Incorporate appropriate use of technology in the achievement of Outcomes 1 & 2.
Units 1 & 2

Students will need to be motivated, determined and hard working to complete these units. It is recommended that students also study General Mathematics (Academic) in order to fully prepare them for Year 12 Mathematics. In order for students to be successfully enrolled in this course they either need to be part of the STEP Program, or in the top set for Mathematics. Students who are not in either of these two categories will need a special recommendation from their Mathematics Teacher. These units cover Expanding Brackets, Factorising, Algebraic Long Division, Coordinate Geometry, Simultaneous Equations, Solving Quadratic and Cubic Functions, Indices, Rate of Change, Probability, Circular Trigonometry, Graphing Trigonometric Functions, Logarithms and Calculus.

Your Mathematics Teacher will have made a recommendation as to the most appropriate Mathematics choice/s for you. Check with your teacher if you are unsure which Mathematics units to choose.

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

Assessment Tasks
• Tests
• Assignments
• Summary or Review Notes
• Student Workbooks must be kept up to date, including homework and class work
• Projects – Short written responses, problem solving tasks, modelling tasks.
• Incorporate appropriate use of technology in the achievement of Outcomes 1 & 2.

Units 3 & 4

This course can only be chosen if students have passed Year 11 Mathematical Methods with an above average assessment grade. These units assume knowledge of work covered in Mathematical Methods 1 & 2. They provide an academic background for students considering careers in the fields of medicine, commerce, science, engineering and related areas. Areas of study are Coordinate Geometry, Circular (Trigonometric) functions; Calculus; Algebra and Statistics and Probability.

Outcomes
1. Define and explain key concepts specified in the Coordinate Geometry, Circular Functions, Algebra and Statistical and Probability areas of study and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.
3. Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem solving modelling or investigate techniques or approaches.

Assessment Tasks
School-assessed Coursework – One Application Task, Two Analysis tasks, Two Tests – 34%
Two End-of-year Examinations
Examination 1 – Short answer style questions – 22%
Examination 2 – Multiple choice and Application task questions – 44%
The University of Melbourne Extension Program provides an opportunity for high achieving students to undertake first year University studies while completing their VCE. Successful completion of the Extension Program can add an increment of 3.0, 3.5, 4.0, 4.5 or 5.0 points to the students' ATAR aggregate. Successful students can also receive credit for subjects completed through the Extension Program upon enrolment in an undergraduate degree at The University of Melbourne.

In 2015 Rosehill Secondary College will offer Extension Program Mathematics classes as an Extension Program School Centre. Extension Program Mathematics is designed for students who enjoy mathematics and are mathematically talented and as such minimum entry requirements apply. Topics build on those in Specialist Mathematics and provide students with the opportunity to extend their knowledge, as well as to experience and appreciate some of the depth and complex beauty of higher level mathematics.

Extension Program Mathematics classes at Rosehill Secondary College will be held after regular school hours to allow as many eligible students as possible to attend. Classes will run during the school term and will be delivered by an experienced teacher from Rosehill who has received training in this subject from The University of Melbourne academics. Applications for Extension Program Mathematics are submitted directly to The University of Melbourne between August – November.

For more information on Extension Program entry requirements and the application process visit the Extension Program website: www.futurestudents.unimelb.edu.au/umep

For more information on Extension Mathematics at Rosehill please contact Mr Abdullah Ford.
VCE Media provides students with the opportunity to develop and explore their creative skills and knowledge through research, planning and then production of a range of different media products. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

The study of media includes:

• Media forms including:
  - Audiovisual media (film, television, radio, video, photography)
  - Print based media (newspapers, magazines and related publications)
  - Digital media technologies (the Internet, computer games and interactive multimedia)
• Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, information dissemination and retrieval technologies.
• The media and its relationship with society and culture.

Media studies is relevant to students who wish to pursue further study in vocational education and training settings and at a tertiary level, as well as providing valuable knowledge and skills for participation in contemporary society.

### Unit 1 - Representation and Technology

1. Develop practical, research and analytical skills through the creation of media products.
2. Analyse the impact of new technologies on media production.
3. Develop an understanding of the relationship between the media, technology and the representations present in media forms.

### Unit 2 - Media Production and Media Industries

1. Participate in a large scale film production.
2. Develop an understanding of the specialist production stages and roles within a media production.
3. Develop an understanding of media industry issues and developments relating to production stages.

### Assessment

**Written:** Research, Test, Report – 50%
**Practical:** Small and Large Scale Productions – 50%

### Unit 3 - Narrative and Media Production Design

The first topic covered in this unit will examine the role of narrative elements in fictional media texts through the study of two fictional films. The other two outcomes are focused on the media production process. Students will undertake practical tasks to develop skills in a particular media form and then use these skills to develop a plan for a large scale media production (eg. film, photography, animation, magazine, audio), which will then be created in Unit 4.

**Outcomes**

1. Discuss the nature and function of production and story elements in fictional media texts and explain how the combination of these elements structures the narrative to engage an audience.
2. Demonstrate an understanding of media production and technical skills and explore the aesthetic qualities of media products through the completion of a series of technical exercises.
3. Prepare a media production plan incorporating specifications appropriate for the chosen media product.

### Unit 4 - Media process, social values and media influence

This unit enables students to further develop practical skills in the design and production of a media product. Students examine the role of social values in the construction of media texts and analyse issues concerning the role and influence of the media.

**Outcomes**

1. Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
2. Discuss how social values shape the content of a media text and analyse how social values are reflected in that text.
3. Discuss the notions of media influence and analyse issues about the nature and extent of media influence.

**Assessment**

- School-assessed Coursework: Tests – 20%
- School-assessed Production Work – 35%
- End-of-year Examination: Two hours – 45%
Students must have previously had at least two years of instrumental tuition and experience on their chosen instrument. An audition must be undertaken if the student has not undertaken AM10.

Unit 1 – Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

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

Unit 2 – Music Performance

Students further build on their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of their performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

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

Assessment
Performances of works in both group and solo with accompaniment as appropriate
A demonstration of selected technical work and exercises
Performance journal containing explanations of how selected technical works and exercises support their chosen works
A performance of unprepared material
Aural, written and practical tasks
Composition and/or improvisation exercises
Unit 3 – Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis is works and performances by Australian musicians.

Outcomes
1. Performance
   To present an informed, accurate and expressive performance of a program of group and solo works.
2. Performance technique
   Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Musicianship
   Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Unit 4 – Music Performance

Students refine their ability to present convincing performances of group and solo work. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Outcomes
1. Performance
   To prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
2. Performance technique
   To demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Musicianship
   Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment
Live performance as a member of a group
OR as a soloist – 50%
Aural and written Examination – 20%
School-assessed Coursework – 30%
Music Investigation will only run in consultation with Ms. Bonett.

**Unit 3 – Music Investigation**

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

**Outcomes**

1. **Investigation**
   To demonstrate understanding of performance practices, context/s and influences on music works.

2. **Composition/improvisation/arrangement**
   To compose, improvise and/or arrange and discuss music characteristics and performance practices.

3. **Performance**
   To present a performance of music works that communicates understanding of the Focus Area.

**Unit 4 – Music Investigation**

In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. Area of Study 2 involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

**Outcomes**

1. **Investigation**
   To evaluate and present one’s interpretive approach to a program of music works.

2. **Composition/improvisation/arrangement**
   To compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.

3. **Performance**
   Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

**Assessment**

Live performance as a member of a group OR as a soloist – 50%

School-assessed Coursework for Unit 3 – 25%

School-assessed Coursework for Unit 4 – 25%
Outdoor and Environmental Studies is about the relationship humans have with the outdoor environment. Students experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. This provides the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Students who select this subject, do so on the understanding that they are required to attend all the camps. They also understand that it is a costly subject and agree to pay for the camps at the beginning of each semester.

Unit 1 – Understanding Outdoor Experiences

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. Its focus is on the individual and his/her personal relationship with the natural environment. Students will develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

Outcomes
1. Analyse ways in which individuals experience, understand and respond to natural environments, with relation to related outdoor experiences.
2. Evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

Unit 2 – Environmental Impacts

This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. The focus changes from the individual’s personal relationship with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans.

Assessment
All of the Outcomes of both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each Outcome:
• Journal of Outdoor Experiences
• Case Study Analysis
• Oral Presentations
• Practical Reports in non-text format such as:
  • Multimedia, annotated visual display
  • Short reports of outdoor experiences
  • Tests
  • Written responses.
### Unit 3 - Relationships with Natural Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

#### Outcomes
1. Analyse and describe how particular interactions, and relationships with, and perceptions of, the Australian environment have changed over time, with relation to related outdoor experiences.
2. Analyse and evaluate factors influencing contemporary relationships with natural environments and consequences for humans and the environment, with reference to related outdoor experiences.

### Unit 4 - The Future of Human-Nature Interactions

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world’s human population.

#### Outcomes
1. Describe the contemporary state of the environment and evaluate the importance of healthy natural environments to individuals and society, with reference to related outdoor experiences.
2. Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

#### Assessment
School- assessed Coursework for each outcome of:
- **Unit 3** – 25%
  - A Written Report
  - A Practical Report in Poster or Multimedia Format
  - An Analysis of Data,
  - An Oral Presentation
  - A Creative Response
  - A Short Essay or Test
- **Unit 4** – 25%
  - Written Report
  - Analysis of Data
  - Case Study
  - Multimedia Presentation
  - Short Essay or a Test

End-of-year Examination: A series of questions and stimulus material relating to all outcomes in Units 3 and 4 – 50%
Unit 1 - Bodies in Motion

This unit explores how the body systems work together to produce movement and analyses this motion using biomechanical principles.

Outcomes
1. Explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic pathways interact with the systems to enable human movement.
2. Explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
3. Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Unit 2 - Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population.

Outcomes
1. Demonstrate knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
2. Collect and analyse data related to levels of participation in physical activity and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
3. Ability to use a subjective method to assess physical activity levels, and implement and promote a settings-based program designed to increase physical activity levels.

Assessment
All of the outcomes for both Units 1 and 2 will be assessed through tasks selected from:
- Written Reports
- Structured Questions
- Laboratory Reports
- Tests
- Oral Reports
- Case Study: Video and Media Analysis

Unit 3 - Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students also investigate the contribution of energy systems to performance in physical activity.

Outcomes
1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. Analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4 - Enhancing Performance

Students undertake an activity analysis. Using the results of the analysis, they investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students also learn to critically evaluate different techniques and practices that can be used to enhance performance.

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

Assessment
School-assessed Coursework for Unit 3 contributes 25% to the study score, as does the coursework from Unit 4. This will consist of a number of responses in the following formats: written report, a case study analysis, a visual or multimedia presentation, a test, laboratory report, structured questions or a media analysis.

There will be an End-of-year Examination relating to the content of Units 3 and 4 - 50% of final assessment.
Unit 1 - Physics

Consists of two prescribed areas of study: Wave-like properties of light, Nuclear and radioactivity physics; and a third area of study to be chosen from one of three detailed studies: Astronomy, Medical Physics or Energy from the Nucleus.

Outcomes
1. Wave-like properties of light. Students should be able to describe a wave model of energy transfer and apply it to light phenomena.
2. Nuclear and Radioactivity. Students should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.
3. Detailed Study (Selected from Astronomy, Medical Physics, Energy from the Nucleus, Astrophysics, Aerospace, or Alternative Energy Sources. Students should be able to:
   • Use observation to explain the motions of stars and planets and describe models of planetary motion.
   or
   • Be able to describe and explain applications of radioisotopes, optical fibres, waves and lasers to medical diagnosis and treatment and describe the production and/or simple interpretation of images of the human body produced by the processes of CT, ultrasound or x-rays.
   or
   • Be able to describe and explain typical fission and fusion reactions and energy transfer and transformation phenomena or importance in stars and in the use of nuclear energy.
   or
   • Describe and explain methods used to gather information about stars and other astronomical objects and relate this information to models of the nature and origin of the Universe.
   or
   • Design an experimental investigation into an aspect of aerospace technology, and report on the investigation and conclusions using Newton’s and Bernoulli’s theories.
   or
   • Use concepts of energy transfer and transformations to design and report on an experimental investigation into an aspect of alternative energy.

Assessment
• Folio of Practical Activities
• Data Analysis
• Media Article Response
• A Multimedia or Web Page Presentation
• A Summary Report of Practical Activities
• Test

Unit 2 - Physics

Consists of two prescribed areas of study: Movement, Electricity and a third area of study to be chosen from one of three detailed studies: Astrophysics, Investigations, Aerospace or Investigations, Alternative Energy Sources.

Outcomes
1. Movement - Students should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. Electricity - Students should be able to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.
3. Detailed study - Students select from any of the remaining 5 areas of study left in the detailed study listed in Unit 1, Outcome 3.

Assessment
• Folio of Practical Activities
• Data Analysis
• Media Article Response
• A Multimedia or Web Page Presentation
• A Summary Report of Practical Activities
• A Written Report
• Test
Unit 3 - Physics

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions, electronics and photonics, and a third area of study to be chosen from one of three detailed studies: Einstein's relativity, investigating structures and materials, or further electronics.

Outcomes
1. On completion of this unit the student should be able to use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.
2. On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.
3. Detailed Study: Outcome 3.1: Einstein’s relativity
   On completion of this unit the student should be able to use Einstein’s theory of relativity to describe relativistic motion and effects and make comparisons with Galilean and Newtonian descriptions.
   or
   Outcome 3.2: Investigating Structures and Materials
   On completion of this unit the student should be able to compare and contrast the properties of construction materials and model the effects on structures and materials of forces and loads.
   or
   Outcome 3.3: Further Electronics
   On completion of this unit the student should be able to design an AC to DC voltage regulated power supply system; and describe and explain the operation of the system and its components, and the effects of test equipment on the system.

Assessment
16% of Final Assessment
Any one or a combination of the following will be used to assess these three Outcomes:
- A Student designed extended practical investigation
- A Multimedia Presentation
- An annotated folio of practical activities
- A Summary Report of selected practical activities from the student’s log book
- A Data Analysis
- A Report – written, oral, annotated visual
- A Test – short answer and extended response
- A response to a media article
Outcome 1 - 40 marks
Outcome 2 - 30 marks
Outcome 3 - 30 marks

Unit 4 - Physics

Unit 4 consists of two prescribed areas of study: Interactions of light and matter, electrical power and a third area of study to be chosen from one of three detailed studies: synchrotron and applications, photonics, or recording and reproducing sound.

Outcomes
1. On completion of this unit the student should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.
2. On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.
3. Outcome 3.1: Synchrotron and Applications
   On completion of this unit the student should be able to describe the basic design and operation of a synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.
   or
   Outcome 3.2: Photonics
   On completion of this unit the student should be able to apply the photon and wave models of light to explain the operation of different light sources and fibre optic wave guides and their domestic, scientific and industrial uses.
   or
   Outcome 3.3: Recording and Reproducing Sound
   On completion of this unit the student should be able to apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

Assessment
24% of Final Assessment
Any one or a combination of the following will be used to assess these three Outcomes:
- A Summary Report of selected practical activities from the student’s Log Book.
- A Multimedia Presentation
- An annotated folio of practical activities
- A student designed extended practical investigation.
- A Data Analysis
- A Report – written, oral, annotated visual
- A Test – short answer and extended response
- A response to a media article
Outcome 1 - 40 marks
Outcome 2 - 30 marks
Outcome 3 - 30 marks

There will be a Final Examination on all the Outcomes of Unit 4 – 60% of Final Assessment
This study is for students wishing to study design and product development, manufacturing methods and the use of processed and unprocessed materials in the design and planning process, using a variety of materials. Students will apply practical skills related to design, safe use of equipment and machinery.

Unit 1 - Design Modification and Production

This unit focuses on the tools, processes, techniques, knowledge and skills the designers use to develop a solution to a problem. Students investigate methods and processes used to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief. Using this process as a model, the student modifies the design of a similar product. Consideration is given to protection of intellectual property implications related to design.

Outcomes
1. Describe the methods used by a designer to design a product, and apply similar processes to document the re-designing of an existing product.
2. Use and evaluate materials, tools, equipment and processes to make the product designed in Outcome 1, and compare the finished product with the original design.

Unit 2 - Collaborative Design

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Outcomes
1. Individually and as a member of a team, identify a need and collaboratively develop design options and production planning in a response to a design brief for a product range based on a common theme or a group product with component parts.
2. Justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

All of the Outcomes for both Units 1 and 2 will be assessed through tasks selected from:
• Design Folios
• Tests (short and open book)
• Production Plans
• Short Written Reports (materials testing, industry visits, product evaluation)
• Production Tasks
• Oral Reports
• Annotated Visual Displays
• Practical Demonstrations
• Website Presentations
• Data Show Presentations
Unit 3 - Design, Technological Innovation and Manufacture

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.

Outcomes
1. Explain the role of a designer by writing a design brief, evaluation criteria and identifying and explaining areas for research and methods that would be used to develop design ideas.
2. Explain the factors that influence the design, development and manufacture of products within industrial / commercial settings.
3. Present a folio that documents the procedure and decision making processes used while working as a designer to meet the needs of a client or end user and commence production of the designed product.

Unit 4 - Product Development, Evaluation and Promotion

Students continue to develop and manufacture the product designed in Unit 3 - Outcome 3 and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgements about possible improvements. They promote their work by highlighting the product’s features to the client and/or end user.

Outcomes
1. Analyse product types through a comparison of innovative features, function, aesthetic and visual appearance, and examine economic, social and environmental benefits and costs.
2. Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Outcome 3 and manage time and resources efficiently.
3. Evaluate the outcomes of the design and promote the product’s design features to the client or end user.

Assessment
Design and Technology the student’s level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an End-of-year Examination. Percentage contributions to the study score in Design and Technology are as follows:
Unit 3 School-assessed Coursework – 12%
Unit 4 School-assessed Coursework – 8%
School-assessed Task – 50%
End-of-year Examination – 30%
Psychology is the systematic study of thoughts, feelings and behaviour. It is the study of the mind aimed at describing, explaining and predicting behaviour through experimental data.

Unit 1 - Psychology

This unit introduces psychology as the scientific study of the mind and behaviour. Students explore the scope of psychology and how it is applied to different contexts. They investigate visual perception and consider how psychologists approach the study of the mind and behaviour from biological, behavioural, cognitive and socio-cultural perspectives. Students consider how various classic and contemporary theories contribute to our understanding of an individual’s psychological development.

Outcomes
1. Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2 - Psychology

This unit focuses on how behaviour and perceptions of others are shaped by social and cultural influences. Students consider the findings of classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They will explore different ways of describing, measuring and classifying intelligence and personality.

Outcomes
1. Explain how attitudes are formed and changed and discuss the factors that affect behaviour of individuals and groups.
2. Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Assessment
At least four of the following:
- Research investigation
- Essay
- Data analysis
- Research evaluation
- Oral presentation
- Test
- Debate
- Media response
- Annotated folio

Unit 3 - Psychology

In this unit, students will investigate the relationship between the brain and mind through examination of the basis of consciousness, behaviour, cognition and memory. They will study the structure and function of the brain and nervous system. Students will explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. They will investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information.

Outcomes
1. Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
2. Compare theories and explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment
Empirical Research Analysis based on an investigation conducted by the student AND three other task selected from:
- Data analysis
- Media response
- Test
- Evaluation of research
- Essay
- Media response
- Annotated folio
- Oral presentation
- Visual presentation
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students will explore the characteristics of learning as a process that plays a part in determining behaviour. They will study the different types of learning and its neural base. Students will investigate how biological, psychological and socio-cultural factors contribute to the development of an individual’s mental functioning and mental health. They will learn how to distinguish between normal experiences and conditions which fall under the category of mental illness.

**Outcomes**
1. Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
2. Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

**Assessment**
Annotated folio AND three other tasks selected from:
- Data analysis
- Media response
- Test
- Evaluation of research
- Essay
- Media response
- Empirical research report
- Oral presentation
- Visual presentation

An End-of-year Examination assessing both outcomes contributes 60% of the final mark for Unit 4.
Studio Arts aims to encourage and support students to recognise their individual potential as art makers. In their art practices students apply an individual design process to produce a folio of artworks. Student research and inquiry focuses on the visual analysis of artworks and investigates how artists’ source ideas and develop styles. It also covers the use of materials, techniques and processes as well as methods of presentation in the making of artworks.

Students select from one or more of the following studio forms: painting, drawing, mixed media, sculpture, digital photography and printmaking.

**Unit 1 - Artistic Inspiration and Techniques**

This unit focuses on students using sources of inspiration such as personal experiences, ideas, issues and observations to develop individual artworks. Students also explore and research the ways in which artists from different times and cultures have interpreted ideas and used materials and techniques to produce artworks.

**Outcomes**

1. Source inspiration, identify individual ideas and use methods to translate these into visual forms.
2. Explore a range of materials and techniques to support and record the development of individual ideas.
3. Discuss how artists from different times and cultures have sourced inspiration and applied materials and techniques.

**Unit 2 - Design Exploration and Concepts**

In this unit students establish and use a design process to produce artworks. They undertake an individual approach to investigate ideas, directions and solutions and with experimentation of materials and techniques. Students also analyse artworks from different times and cultures to understand how artists use design elements and principles, signs, symbols and images to create aesthetic qualities and develop styles.

**Outcomes**

1. Develop an individual design process, including visual research to produce a variety of explorations and artworks.
2. Analyse and discuss ways that artists from different times and cultures have created interest in artworks, communicated ideas and developed styles.

**Assessment**

Assessment tasks for both Unit 1 and 2 focus on the development of folios, research work and exams.

As part of the VCE Visual Arts program, all Art and Studio Art students will need to purchase a VCE Art Kit. The kit is a compulsory and essential tool for successfully completing the program and can be purchased from your teacher during Orientation week.
### Unit 3 - Studio Production and Professional Art Practices

This unit focuses on the use of an individual design process to produce a range of potential directions, in preparation for final artworks in unit 4. Students develop an exploration proposal to define an area of creative interest. Students also study artists’ work practices in relation to development of ideas and styles, use of materials and techniques, and issues involved in the use of other artists’ work. They are also expected to visit at least two exhibition spaces.

#### Outcomes
1. Prepare an exploration proposal and plan that outlines the content/direction of an individual design process.
2. Present an individual design process and a range of potential directions, to reflect the concepts and ideas documented in the exploration proposal.
3. Discuss art practices in relation to particular artworks of artists and analyse ways in which these artists develop styles.

### Unit 4 - Studio Production and Art Industry Contexts

In this unit students produce a cohesive folio of finished artworks, based on selected design process potential directions. They undertake a reflection and evaluation of this folio as related to their intentions. Students also study aspects of artists’ involvement in the art industry, including preparation, presentation and conservation of artworks in various contemporary settings and spaces.

#### Outcomes
1. Present a cohesive folio of finished artworks that communicates ideas of selected potential directions.
2. Provide material that identifies the folio focus, direction and cohesiveness between the artworks.
3. Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces and discuss various roles and procedures involved in the exhibition of artworks.

#### Assessment
For Unit 3 – School-assessed Task 1: An exploration proposal and developmental folio (visual diary / workbook) that explores potential directions (in preparation for final artworks in Unit 4). Comprises 33% of final assessment and is subject to external review.
For Unit 4 – School-assessed Task 2: A cohesive folio of finished artworks and an evaluation of this finished folio. Comprises 33% of final assessment and is subject to external review.
End-of-year examination based on Outcome 3 in both Unit 3 and 4. Comprises 34% of final assessment.

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As part of the VCE Visual Arts program, all Art and Studio Art students will need to purchase a VCE Art Kit. The kit is a compulsory and essential tool for successfully completing the program and can be purchased from your teacher during Orientation week.
This study provides an opportunity to develop capabilities in and knowledge of design, operation, construction, assembly, maintenance, repair and evaluation of electrical/electronic or mechanical systems. It provides a sound, systems orientated basis for tertiary technology courses and for employment in technological enterprises. It is designed for students interested in electronics or automotive areas of study.

Unit 1 - Mechanical Engineering Fundamentals

This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices. This unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, but the main focus is on the construction of a system which draws heavily upon design and innovation within the inter related applied learning activities.

Students study fundamental mechanical engineering principles. The unit allows for a hands-on approach, as students apply their knowledge and construct functional systems which can be purely mechanical or have some level of integration with electro-technology systems. Students explore how these systems use or convert the energy supplied to them, and related wider environmental and social issues.

Outcomes
1. Recognise, identify, illustrate and use theoretical principles of mechanical systems.
2. Use appropriate processes in designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system.
3. Analyse the operation, function, energy use and social and environmental implications of a technological system.

Unit 2 - Electrotechnology Engineering Fundamentals

This unit focuses on building understanding, of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology.

Students study fundamental engineering principles aiming to produce basic operational systems and technical reports which employ a level of integration between mechanical and electronic components. The main focus remains on the construction of electrotechnology systems. Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied in order to define and explain electrical characteristics of circuits.

Outcomes
1. Recognise, identify, illustrate and use theoretical principles of electro-technology systems.
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Australian Standards, and apply diagnostic fault finding, repair and maintenance techniques in production activities.
3. Explain how new and emerging technologies influence the selection and development of a process, material or component, and impact on the design and ultimate function of technological systems.

Assessment
Assessment of all the outcomes of both Units 1 & 2 will be based on a selection from the following tasks:
• Website Presentations
• Annotated Visual Displays
• Data Show Presentations
• Oral Reports
• Production Work
• Planning/Production Records
• Tests
• Practical Presentation
• Short Written Reports (materials testing, industry visits, product evaluation)
<table>
<thead>
<tr>
<th>Unit 3 - Systems Engineering and Energy</th>
<th>Unit 4 - Integrated and Controlled Systems Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. This is underpinned by the study of human endeavour in which observations and ideas about the physical world are organised and explained. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports.</td>
<td>This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
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<tr>
<td>1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems.</td>
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<tr>
<td>2. Design, plan, construct and document an integrated system and effectively use diagnostic procedures for the system.</td>
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<tr>
<td>3. Analyse and compare the environmental benefits and implications of using different energy sources and how such energy sources affect the design, performance and use of technological systems.</td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems.</td>
<td></td>
</tr>
<tr>
<td>2. Select components for, construct, diagnose, adjust and repair the technological system and its control devices commenced in Unit 3, and provide an evaluation of the system, its performance and the management of the project.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

Unit 3 School-assessed Coursework – 12%
Unit 4 School-assessed Coursework – 8%
School-assessed Task – 50%
End-of-year Examination – 30%
Unit 1 - Theatrical Styles of the Pre-Modern Era

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with the play-scripts from the pre-modern era of theatre, focusing on works prior to the 1880’s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Outcomes
1. Identify and describe the distinguishing features of play-scripts from the pre-modern era.
2. Apply acting and other stagecraft to interpret play-scripts from the pre-modern era.
3. Analyse a performance of a play-script from the pre-modern era in performance.

Unit 2 - Theatrical Styles of the Modern Era

This unit focuses on studying theatrical styles and stagecraft through working with play-scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play-scripts from the modern era focusing on works from the 1880’s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

Outcomes
1. Identify and describe the distinguishing features of play-scripts from the modern era of theatre.
2. Apply stagecraft to interpret play-scripts from the modern era.
3. Analyse and evaluate stagecraft in a performance of a play-script from the modern era.

Unit 3 - Production Development

This unit focuses on an interpretation of a play-script through the four designated stages of production: planning, production development, production season, and production evaluation. Students also attend a performance from the prescribed play-list and analyse and evaluate the interpretation of the play-script in the performance.

Outcomes
Students should be able to:
1. Apply stagecraft to interpret a play-script for performance and demonstrate understanding of the production process.
2. Analyse use of stagecraft in the development of a play-script for production, incorporating the specifications appropriate for each stage of the production process.
3. Analyse and evaluate ways in which a written play-script selected from the prescribed play-list is interpreted in its production to an audience.

Unit 4 - Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students also attend a performance from the prescribed play-list and analyse and evaluate acting in the production.

Outcomes
1. Able to perform an interpretation of a monologue from a play-script.
2. Develop a theatrical brief that presents an interpretation of a scene.
3. Analyse and evaluate acting in a production from the prescribed play-list.

Assessment
All outcomes in Units 3 and 4 will be assessed from a range of selected tasks from the following:
• School-assessed Coursework Unit 3 - 30%
• Final Performance (Solo) Examination - 25%
• School-assessed Coursework Unit 3 - 15%
• Final Written Examination - 30%
Unit 1 – Introduction to Visual Communication Design

The main purpose of this unit is to focus upon the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

Outcomes
1. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods and materials.
2. On the completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of Visual Communication Design

The main purpose of this unit is to use presentation drawing methods to incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. Students investigate how type and imagery are used in communication design. Students develop an understanding of how the design process is used as a means of organising their thinking about approaches to solving design problems and presenting ideas.

Outcomes
1. On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. On completion of this unit should be able to manipulate type and images to create visual communications suitable for print and screen - based presentations, taking into account copyright.
3. On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a set brief.

Assessment
Folio of final presentation drawings, typography, technical drawings, written and/or oral descriptions of analysis including annotations.

Unit 3 – Design Thinking and Practice

The main purpose of this unit is to enable students to develop an understanding of Visual Communication production through the application of the design process to satisfy specific communication needs. Students consider existing Visual Communication and analyse and evaluate examples. They will also investigate the production of Visual Communication in a professional setting and examine the nature of professional practice in the design and production of Visual Communication.

Outcomes
1. Students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Students should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4 – Design Development and Presentation

The focus of this unit is in the development of design concepts and two final presentations of visual communications that meet the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. Students refine and present two visual communications within the parameters of the brief. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Outcomes
1. Students should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Students should be able to produce final visual communication presentations that satisfy the requirements of the brief.
3. Students should be able to devise a pitch to present and explain their visual communications to the client and evaluate the visual communications against the brief.

Assessment
School-assessed Coursework for Unit 3 - 20%
School-assessed Coursework for Unit 4 - 5%
School-assessed Task for Units 3 & 4 - 40%
End-of-year Examination - 35%
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<th>Subject</th>
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<th>Unit 3 &amp; 4 Charges</th>
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</table>
**Australian Youth Allowance** – Financial support provided by the Federal Government to students 16 years and over, enrolled in full time study, to encourage and assist them to continue their studies.

**Campus** – Most tertiary institutions have more than one teaching site. Each site is called a ‘campus’ eg. Victoria University has campuses at Melton, Footscray, Werribee and St Albans.

**Credit Transfer** – This is a system where parts of your VCE work can be counted as part of your studies towards a VET Certificate and vice versa.

**Degree** – A Course of Study, usually of three or four years full time study, completed after VCE, at a College or University.

**ATAR** – Stands for Australian Tertiary Admission Rank. The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

**GAT** – General Achievement Test. All students undertaking one or more Level 3/4 subjects must sit for this test in June every year. Its purpose is to provide a measure of how well your teachers are assessing your work in school based assessment. It may also be used to help in the statistical moderation of coursework in Level 3/4 units. It is not meant to measure your ability, unless you need to apply for a Derived Examination Score.

**Commonwealth Supported Place (CSP)** – refers to the payment tertiary students make towards the cost of a tertiary course. Payment can be deferred until after graduation.

**Open Days** – Most Colleges, Universities and TAFE Institutes are open to the public for inspection on at least one day of the year. Many conduct guided tours, have public lectures and displays.

**Outcome** – Short for Learning Outcome, this is what you must know or be able to do when you finish a unit. To satisfactorily complete a unit you must satisfactorily achieve all of its outcomes.

**Prerequisite** – This is a unit or units you must pass in order to be eligible for admission to a course.

**School-assessed Coursework** – This is work that is prescribed by VCAA to be completed in Unit 3/4 Level Units. It is assessed by your teachers but is ‘moderated’ by a statistical method that compares the students’ school results with their individual assessment. School-assessed Tasks are completed in Technology and Studio Arts subjects.

**TAFE** – Stands for Technical and Further Education and there are many TAFE Institutes throughout Victoria. TAFE offers short courses, apprenticeship or traineeship training, and a range of courses ranging from Certificate 1 to Advanced Diploma courses.


**VICTER** – This is short for Victorian Tertiary Entrance Requirements. The Victorian Tertiary Admissions Centre prints a list of these each year. The list sets out the entrance requirements for higher education two years in advance. In July, 2013 they print the 2015 Victorian Tertiary Entrance Requirements.

**VTAC** – Stands for Victorian Tertiary Admissions Centre, which organises the process by which students apply and are selected for tertiary and TAFE diploma courses – http://www.vtac.edu.au/

**VTAC Guide** – This is a booklet for Year 12 VCE students and contains a description of each Victorian University and TAFE Institutes Diploma Course. It is published in August of each year.

**VET** – Vocational Education and Training – A set of certificate courses that can be completed along with the VCE. VET courses generally involve spending one day each week at a TAFE Institute.
Some Non-School Courses

**Advanced Certificates** - These prepare students for supervisory positions in larger organisations, running small businesses, assisting professionals or operating in a high level technical capacity. They are usually completed in two years post Year 11 or one year post Year 12 via full-time or equivalent part-time study.

**Apprenticeships** – These are a way to learn a trade or vocation and to be paid while learning. They are usually of three to four year's duration, combining on the job and TAFE training.

**Certificate Courses** – These are skills based and qualify people to undertake work that often requires complex skills. They are usually completed in six months to one year post Year 10 study, or equivalent part-time study.

**Traineeships** – The Government subsidises the training of a number of young people to enable them to be part-time employed and trained on the job; and part-time to study in a TAFE Institute. Preference is given to people who have not successfully completed Year 12. The total leads to the award of a Certificate of Vocational Studies. They are of twelve months duration.