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INTRODUCTION

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, it cannot be stressed highly enough the need for all students to check pre-requisite subjects for further study in the VICTER Guide (2018 for current Year 10 students, 2017 for current Year 11 students).

Students should 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.

VCE STUDIES ON OFFER

• Accounting	• Literature
• Art	Mathematics
• Biology	• Foundation Mathematics
• Business Management	• Further Mathematics
• Chemistry	• General Mathematics
• Dance	• Mathematical Methods (CAS)
• Drama	• Specialist Mathematics
• Economics	• University Mathematics
• English	• Media
• English as an Additional Language (EAL)	Music
• Food and Technology	• Music Performance
• Geography	• Music Investigation
• Health and Human Development	• Outdoor and Environmental Studies
• History	• Physical Education
• Industry and Enterprise	• Physics
Information Technology	• Product Design and Technology
• Information Technology	Wood, Metal, Polymers (Plastics)
• Computing	Textiles
• Informatics	• Psychology
• Software Development	• Studio Arts
Languages	• Systems Engineering
• Italian	• Theatre Studies
• Japanese Second Language	• Visual Communication Design
• Legal Studies	

ROSEHILL SENIOR PATHWAYS

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.

THE VCE

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.

STRUCTURE OF THE VCE

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.

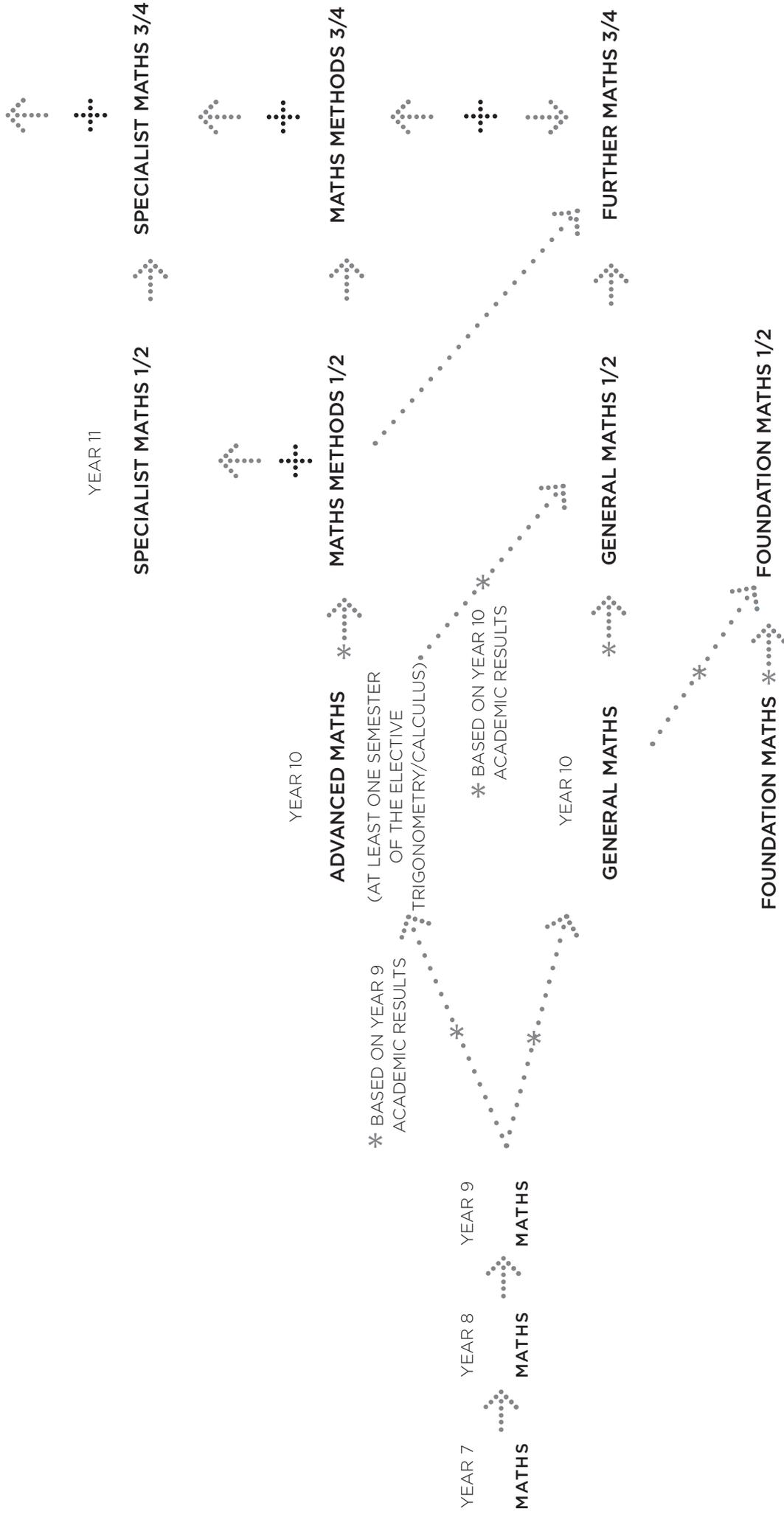
The ATAR is the main (but not the only) entrance requirement for most higher education courses. It is important to be aware of the fact that many TAFE courses, generally Certificate IV and above, are relying increasingly on the ATAR score to select students.

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.



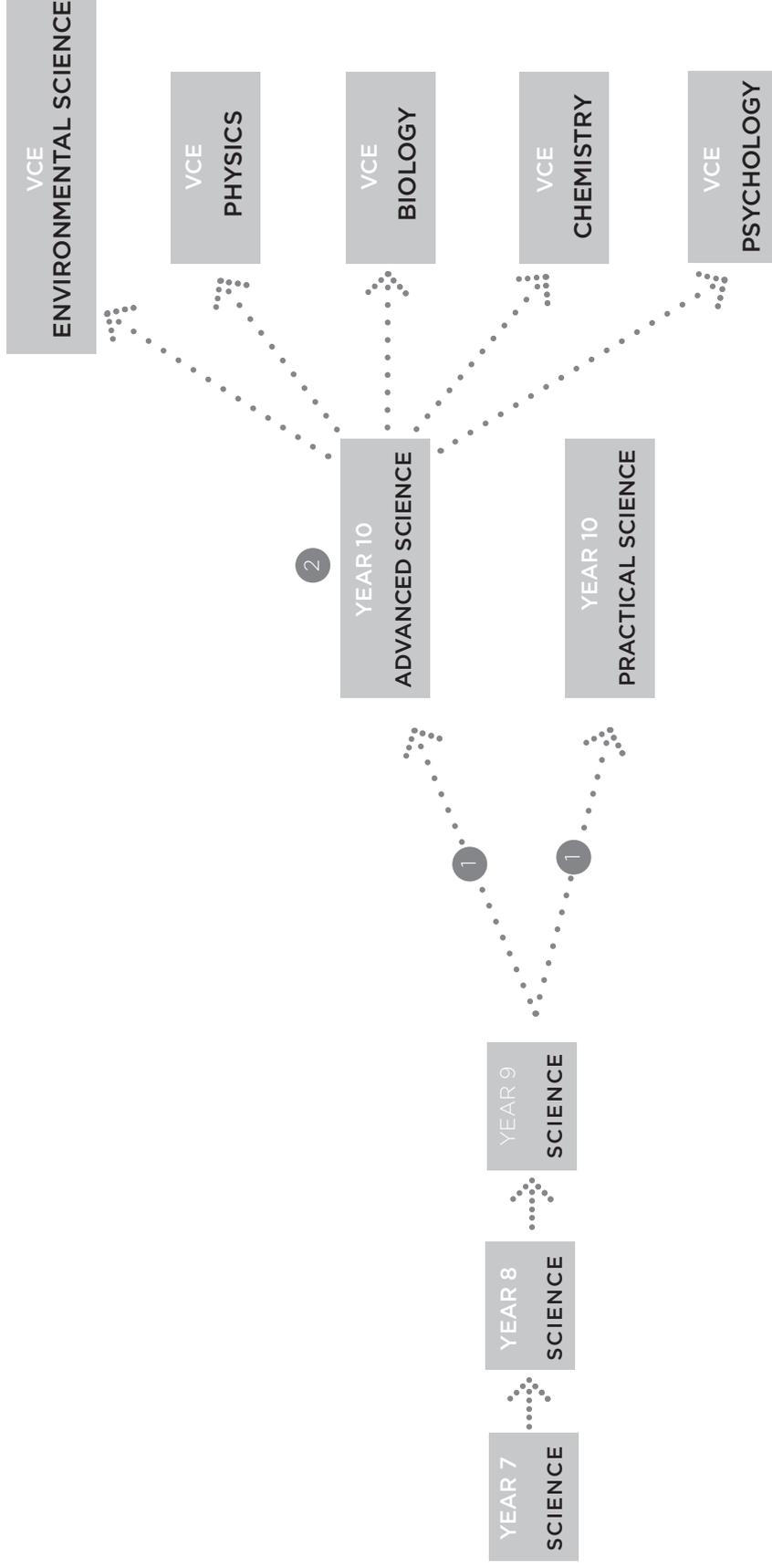
* YEAR 9 ACADEMIC RESULTS IN TESTS, EXAMS AND EXAMS AND NAPLAN WILL BE USED TO DETERMINE ENTRY INTO YEAR 10 MATHEMATICS CLASSES.

* YEAR 10 ACADEMIC RESULTS IN TESTS, EXAMS AND THE YEAR 10 APTITUDE TEST WILL BE USED TO DETERMINE ENTRY INTO YEAR 11 MATHEMATICS CLASSES.

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 12

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 11

7 SCIENCE PATHWAYS



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 Advanced 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 New subject offered in 2016. Open to year 10 and 11 students.

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. Analyse and interpret a variety of artists and their art works through formal and personal influences.
2. Complete a comprehensive folio of visual responses including a response to at least one major art work.

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 respond to them using a variety of methods.

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. Analyse and interpret a variety of artists and their art works through formal and cultural influences.
2. Complete a comprehensive folio of visual responses including a response to at least one major art work based on a cultural theme chosen by the student.

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, oral and short answer responses discussing the requirements of the Outcomes.

As part of the VCE Visual Arts program, all Studio Arts and Art students will need to purchase a **VCE Art Kit**. The kit is a compulsory and essential tool needed for the successful completion of the program and can be purchased from the General Office 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 compare and contrast the artworks to develop their own interpretation.

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. Analyse and interpret a variety of pre- and post-1970 artists and their art works through formal, personal, cultural and contemporary influences.
2. Complete 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. Discuss and debate an art issue using selected artists works as context.
2. Complete 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 / short answers 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 –50%
End-of-year Examination: short and extended responses based on material from Outcomes 2 of each unit – 30%

As part of the VCE Visual Arts program, all Studio Arts and Art students will need to purchase a **VCE Art Kit**. The kit is a compulsory and essential tool needed for the successful completion of the program and can be purchased from the General Office during Orientation Week.

Unit 1: How do living things stay alive?

This unit examines how living things (plants and animals) function the individual cell level to their interactions within the ecosystem. Students will study in detail specific cellular processes and the individual systems inside the whole organism that maintain life. Students will also explore the various features and behaviours that organisms possess that confer a survival advantage.

Outcome 1: How do Organisms Function?

Students will investigate and explain how organisms on both a cellular and system level maintain their requirements for life.

Outcome 2: How do living things sustain life?

Students examine how the various adaptations (structural, behavioural and physiological) and symbiotic relationships that organisms possess enable them to survive across various ecosystems.

Outcome 3: Practical Investigation

Students design and conduct an investigation into the survival of one particular species in its environment.

Unit 2: How is continuity of life maintained?

This unit examines both the development of cells and the transmission of genetic information from one generation to the next. Students will study in detail cell growth looking specifically at the cell cycle and cell differentiation. The unit also explores the genetic structure of organisms and explores the process of inheritance and the patterns formed in familial trees.

Outcome 1: How does reproduction maintain the continuity of life?

Students will be able to compare and contrast the asexual and sexual reproduction and describe the key stages of cell growth and differentiation.

Outcome 2: How is inheritance explained?

Students will be able to use their knowledge of genetics to determine the outcome of various genetic crosses and to analyse patterns of inheritance within family pedigrees.

Outcome 3: Investigation of an issue.

Students will research and communicate a response to a contemporary issue in genetics or reproductive science.

Assessment

Achievement of outcomes 1 and 2 for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Practical activities
- Scientific reports on fieldwork
- A bioinformatics exercise
- Media response
- Data analysis
- Problem solving challenges
- Tests
- Oral Presentations

Achievement of outcome 3 for both Units 1 and 2 will be measured by the following task:

- A Report on an investigation presented as one of the following formats:
 - Scientific poster
 - Practical report
 - Oral presentation
 - Digital presentation

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

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

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

BUSINESS MANAGEMENT

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 media 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 – Explaining the Diversity of Materials

In Unit 1, students investigate the chemical properties of a range of materials including metals, salts, polymers and nanomaterials. They explore and explain the relationships between properties, structure and bonding of particles. Students examine the modification of metals and investigate a range of non-metallic substances from molecules to polymers and giant lattices, and relate their structures to specific applications. Students are introduced to quantitative concepts in Chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Outcomes

1. Able to relate the position of elements in the Periodic Table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. Able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
3. Able to investigate a question related to the development, use and/or modification of a selected material or chemical, and communicate a substantiated response to the question.

Unit 2 – Water: A Unique Chemical

Students examine the physical and chemical properties of a water molecule and the forces between water molecules. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures. Students use Chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. They will have the ability to explore the solvent properties of water in a variety of contexts and analyse environmental issues associated with substances dissolved in water.

Outcomes

1. Able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. Able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. Able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessments

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 Presentation
- Construction and simulation of molecules.

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 - On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers' dance works, and discuss influences on their own dance-making.

Outcome 2 - On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

Outcome 3 - On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.

Outcome 4 - On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, 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 - On completion of this unit the student should be able to analyse use of the elements of movement –time, space and energy – in selected dance traditions, styles and dance works.

Outcome 2 - On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Outcome 3 - On completion of this unit the student should be able to expressively perform a learnt solo or group dance work and analyse the processes used.

Assessment

All outcomes in Units 1 and 2 will be measured from a range of tasks selected from the following list:

- Written Report
- Solo or group dance work composed and performed by the student
- Oral Presentation
- Performance of a group dance work learnt from another
- Multimedia production
- Solo or group structured improvisation

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 - On completion of this unit the student should be able to analyse selected solo dance works.

Outcome 2 - On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Outcome 3 - On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

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 chosen expressive intention.

Outcome 1 - On completion of this unit the student should be able to analyse a selected group dance work.

Outcome 2 - On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

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 of 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

It is essential that all students begin each semester having read all the set texts

Unit 1 - English

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

Area Of Study 1: Reading and creating texts

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made.

Outcome 1

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

Area Of Study 2: Analysing and presenting argument

In this unit students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument.

Outcome 2

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment

For this unit students are required to demonstrate two outcomes. Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

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

Unit 2 - English

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

Area Of Study 1: Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

Outcome 1

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

Area Of Study 2: Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view.

Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

For this unit students are required to demonstrate two outcomes. Assessment tasks for Outcome 1 and 2 must be in written form. Assessments include a comparative analytical response, a persuasive text that presents an argument or viewpoint and an analysis of the use of argument and persuasive language in text/s.

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

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.

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.

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of interacting systems and explore the physical requirements for life. They investigate the physical environment and its components, the interactions that occur in ecosystems and the effects of natural and human-induced changes in ecosystems. A student practical investigation related to ecosystem monitoring (abiotic and biotic factors) and/or ecosystem change is undertaken in this unit.

Outcomes

Compare the processes and timeframes for obtaining life on Earth and explain how Earth's four systems interact to sustain life.

Describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems.

Design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Outcomes

1. Compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, explain how they can be measured and monitored, and describe treatment options.
2. Compare three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
3. Investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

Assessment

Achievement of all outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- A fieldwork report
- A report of a student-designed and/or extended investigation
- A report of a case study
- A comparative study of three selected pollutants
- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A model of an aspect of Earth systems
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- A test comprising multiple choice and/or short answer and/or extended response
- A reflective learning journal/blog related to selected activities or in response to an issue

Students are expected to attend all field trips, which will cost approximately \$70 for the year.

Unit 1 - Food safety and Properties of Food

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.

Unit 2 - Planning and Preparation of Food

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 - Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. It investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Outcomes

1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2 - Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Outcomes

- Analyse, describe and explain the nature of tourism at a range of scales.
- Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

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.

- Case study
- A report
- Structured questions
- A folio of exercises
- A fieldwork report

Students undertake compulsory fieldwork in Units 1 and 2. Students produce a fieldwork report for assessment in both Units 1 and 2.

Unit 3 - Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.

Outcomes

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

Unit 4 - Human population – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Outcomes

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

Assessment

All assessments at Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year Examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50%

Students undertake fieldwork in Unit 3. Students produce a fieldwork report for assessment in Unit 3.

HEALTH AND HUMAN DEVELOPMENT

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 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 - Twentieth Century History 1918 - 1939

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Outcomes

1. Explain the consequences of the peace treaties which ended World War One the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2 - Twentieth Century History 1945 - 2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Outcomes

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment

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. Assessment tasks over Units 1 and 2 should include the following:

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay

Unit 3 - Australian history: Transformations: Colonial Society to Nation

In this unit students explore the transformation of the Port Phillip District from the 1830s through to the end of the gold rush decade in 1860. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. Students also explore the type of society Australians attempted to create in the early years of the newly federated nations.

Outcomes

1. Analyse the nature of change in the Port Phillip District/Victoria in the period 1834 - 1860
2. Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

Unit 4 - Australian history: Transformations: Old Certainties and New Visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. Students also explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or global economy.

Outcomes

Analyse the social, economic and political consequences of a crisis on the nation.

Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

Assessment

All assessments at Units 1 and 2 are school-based.

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Unit 3 and 4 - Each of the following four assessment tasks must be completed over Units 3 and 4: a historical report, an analysis of primary sources, an analysis of historical interpretations and an essay.

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

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

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 - Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Software Tools Used

The following table indicates the software tools that students are required to both study and use in this unit.

Any software tool to create a graphic solution
Web authoring software, visualising thinking tool/s,
tool for planning a project
A graphic tool to represent a network solution

Outcome 1

On completion of this unit the student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.

Outcome 2

On completion of this unit the student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.

Outcome 3

On completion of this unit the student should be able to design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.

Unit 2 - Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Software Tools Used

The following indicates the software tools that students are required to both study and use in this unit.

- A programming or scripting language that can support object-oriented programming
- One data manipulation tool and one visualisation tool, for example a programming language, database software, spreadsheet software, data visualisation software
- Database management software

Outcome 1

On completion of this unit the student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

Outcome 2

On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs.

Outcome 3

On completion of this unit the student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Assessment

Achievement of Outcomes 1-3 will be measured by performance in a selection of the following tasks:

- Using Digital Systems and Techniques
- Create a solution in response to a need or opportunity
- Visual Presentations
- Oral Presentations
- Written Reports

Unit 3 - Informatics

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Software Tools Used

The following indicates the software tools that students are required to both study and use in this unit.

- A relational database management system (RDBMS)
 - Drawing or graphics software
 - A list of minimum software capabilities or equivalents suitable for drawing and graphics software and a relational database management system will be published annually by the VCAA in the VCAA Bulletin.
 - Appropriate tool for documenting project plans
- Software tools to capture, store, prepare and manipulate data (PhotoShop)

Outcome 1

On completion of this unit the student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

Outcome 2

On completion of this unit the student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

Unit 4 - Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs for different users. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Software Tools Used

The following indicates the software tool that students are required to both study and use in this unit.

- Software tools to manipulate data for creating a multimodal online solution
- Appropriate tool for documenting project plans

Outcome 1

On completion of this unit the student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

Outcome 2

On completion of this unit the student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

Assessment

School Assessed Tasks - 30%

School Assessed Coursework Unit 3 - 10%

School Assessed Coursework Unit 4 - 10%

End of Year Examination - 50%

Unit 3

- Response to a Design Brief
- Analysis of a need or an opportunity and a data set
- A description of the online transaction requirements of an organisation and its data protection techniques

Unit 4 -

- A written report or annotated visual report

Unit 3 - Software Development

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Software Tools Used

- An appropriate programming language
- A Unified modelling language to create use cases
- Appropriate tool for documenting project plans

Outcome 1

On completion of this unit the student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

Outcome 2

On completion of this unit the student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

Unit 4 - Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Software Tools Used

- An appropriate programming language
- A Unified modelling language to create use cases
- Appropriate tool for documenting project plans

Outcome 1

On completion of this unit the student should be able to apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

Assessment

School Assessed Tasks - 30%

School Assessed Coursework Unit 3 - 10%

School Assessed Coursework Unit 4 - 10%

End of Year Examination - 50%

Unit 3 -

- Response to teacher provided designs, create working modules to meet specific needs

Unit 4 -

A response to a case study, one of the following:

- A written report
- An annotated visual report

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.

Students taking this study at any level are expected to have an interest in reading and an ability to accurately and fluently express ideas in writing.

Unit 1 - Approaches To Literature

Area Of Study 1: Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of texts (both print and non-print).

Outcome 1

On completion of this unit the students should be able to respond to a range of texts and reflect on influences shaping these responses.

Area Of Study 2: Ideas and concerns in texts

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Outcome 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concern of individual and particular groups in society.

Assessment

Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. At least one of the assessment tasks un Unit 1 must be in oral form. Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on at least two complete texts and at least one additional text or excerpts.

Unit 2: Contexts And Connections

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

Area Of Study 1: The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts.

Outcome 1

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

Area Of Study 2: Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other.

Outcome 2

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

Assessment

For this unit students are required to demonstrate achievement of each outcome. Demonstration of achievement of Unit 2 Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

Unit 3 - 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 studies. **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, Data and Measurement.

Outcomes

1. Confidently and competently use mathematical skills and concepts from the areas of study of Space, Shape and Design, Patterns and Number, Data and Measurement.
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

- Topic tests
- Assignments and reports
- Investigations and Projects
- Summary or Review Notes
- Incorporation of ICT in the achievement of Outcomes 1 & 2.
- Student workbooks must be kept up to date, including homework and class work

FURTHER MATHEMATICS

Units 3 & 4

This course may only be chosen by students who have obtained a satisfactory pass in Year 11 General Mathematics and/or completed Year 11 Mathematical Methods. The course follows the areas of study completed in Year 11 General Mathematics.

Further Mathematics consists of two areas of study:

Area of Study 1 (Core) – completed in Unit 3

- Data Analysis
- Recursion and financial modelling

Area of Study 2 (Applications) – completed in Unit 4

A selection of two from the following four modules:

- Graphs and Relations
- Geometry and Measurement
- Matrices
- Networks and Decision Mathematics

Note: the modules studied at Rosehill Secondary College are Graphs and Relations and Geometry and Measurement.

Outcomes

1. Define and explain key terms and concepts and use this knowledge to apply related mathematical techniques and models in a routine manner.
2. Select and apply the mathematical concepts, models and techniques as specified in the Core and Modules in a range of contexts of increasing complexity.
3. Select and appropriately use numerical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks

- School-assessed Coursework will contribute 34% towards the Study Score. School-assessed Coursework consists of One Application Task (completed in Unit 3) and three Modelling or Problem Solving Tasks (completed in Units 3 and 4)
- Examination 1 (Multiple Choice questions) will contribute 33% towards the Study Score.
- Examination 2 (Written Response questions) will contribute 33% towards the Study Score.

SPECIALIST MATHS

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, Polynomial Functions and Probability. 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

- Topic tests
- Assignments
- Summary or review notes
- Projects – Short written responses, problem solving tasks, modelling tasks.
- Incorporation of ICT in the achievement of Outcomes 1 & 2.
- Student workbooks must be kept up to date, including homework and class work

Units 3 & 4

This is a highly academic course and can only be attempted by students who are also studying Mathematical Methods 3 & 4. It is for students requiring a high level of mathematics for careers in areas such as the physical sciences and engineering fields. Students undertake the following areas of study: Coordinate Geometry, Circular (Trigonometric) Functions, Algebra, Calculus, Vectors in two and three Dimensions, Mechanics and Probability.

Outcomes

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

Units 1 & 2

This course is designed for students who have performed well in Year 10 Mathematics (General) and who wish to continue their study of Mathematics in year 12. The successful completion of General Mathematics Units 1 & 2 allows entry into the study of Further Mathematics Units 3 & 4 at year 12.

This course covers the following six Areas of Study:

Algebra and Structure - Linear relations and equations

Arithmetic and Number - Financial arithmetic

Discrete Mathematics - Recursion

Geometry, Measurement and Trigonometry - Shape and measurement, Applications of trigonometry

Graphs of linear and non-linear relations - Linear graphs and models, Inequalities and linear programming

Statistics - Investigating and comparing data distributions, Investigating the relationship between two numerical variables

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. Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems or tasks in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

Assessment Tasks

- Topic tests
- Assignments
- Modelling or problem solving tasks and mathematical investigations
- Summary or review notes
- Incorporation of ICT in the achievement of Outcomes 1 & 2.
- Student workbooks must be kept up to date, including homework and class work

MATHEMATICAL METHODS (CAS)

Units 1 & 2

Students will need to be motivated, determined and hard working to complete these units. **It is recommended that students also study Specialist Mathematics in order to prepare them for Year 12 Mathematics. In order for students to be successfully enrolled in this course they need to be part of the top Advanced Mathematics group and have completed at least one of the Trigonometry & Calculus electives during Year 10.**

These units involve the following areas of study
Function & Graphs - covers graphical representation of algebraic functions and the key features such as axis intercepts, domain, range, stationary points, asymptotic behaviour and symmetry.

Algebra - covers the solution processes of polynomial equations and simultaneous linear equations numerically, graphically and algebraically.

Calculus - covers the constant and average rates of change and an introduction to instantaneous rate of change of a function.

Probability & Statistics - covers the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including rules for computation of probabilities for compound events.

Outcomes

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts to analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

Assessment Tasks

- Topic Tests
- Application Task
- Modelling & Problem Solving Tasks
- Summary Notes
- Incorporation of ICT 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.

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on. For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and from the 'Calculus' area of study. For Unit 4, the content from the 'Calculus' area of study would include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and the study of random variables, discrete and continuous probability distributions and the distribution of sample proportions.

Outcomes

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts to analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

Assessment Tasks

School Assessed Coursework will contribute 34% towards the study score. It consists of
(i) one Application Task (Unit 3)
(ii) two modelling or problem solving tasks (Unit 4)
Two end of year Examinations
(i) Exam 1 Short answer style questions 22%
(ii) Exam 2 Multiple choice and application questions 44%

UNIVERSITY OF MELBOURNE EXTENSION PROGRAM AT ROSEHILL SECONDARY COLLEGE

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 2016 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%

MUSIC PERFORMANCE

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 or 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%

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 ones 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

Outdoor and Environmental Studies is about the relationships humans have with outdoor environments, both past and present, and the way these relationships impact both people and outdoor environments. Students learn through a combination of theory classes and practical trips. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering, understanding and managing outdoor environments.

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 – Exploring Outdoor Environments

Students are introduced to the characteristics of a variety of outdoor environments and investigate different types of outdoor environments from a number of perspectives. Students undertake case studies so they can observe and experience how changes to nature affect people. The focus is then broadened from personal responses to the ways in which others respond to, understand and value outdoor experiences and outdoor environments. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.

Outcome 1 – Motivations for Outdoor Experiences

Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Outcome 2 – Experiencing Outdoor Environments

Students describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit 2 – Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students also look at nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments, as well as investigating and modelling individual and group responsibilities for activities in outdoor environments, including environmental action to promote positive impacts on outdoor environments.

Outcome 1 – Investigating outdoor environments

Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Outcome 2 – Impacts on outdoor environments

Students evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Assessment

The outcomes for both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list:

- Journal/report of outdoor experiences
- Case study analysis
- Oral presentations
- Multimedia, annotated visual display
- Data analysis
- Tests
- Written responses

Unit 3 - Relationships with Outdoor Environments

This unit explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students also examine current relationships between humans and outdoor environments including the ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

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.

Outcome 1 - Historical relationships with outdoor environments

Students explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Outcome 2 - Contemporary relationships with outdoor environments

Students analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

Unit 4 - The Future of Human-Nature Interactions

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Outcome 1 - Healthy outdoor environments

Students evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Outcome 2 - Sustainable outdoor environments

Students analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment

School-assessed Coursework for each outcome of unit 3 and 4 will contribute 25%, it will be measured by student performance in a range of tasks selected from the following list:

- a case study
- a multimedia presentation
- written analysis and evaluation
- an oral presentation
- a test
- data analysis
- written analysis and evaluation

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 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 - What ideas explain the physical world?

Consists of three areas of study; How can thermal effects be explained? How do electric circuits work? What is matter and how is it formed?

Outcomes

1. Students will apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Students will investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Students are able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment

- annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

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

Consists of three areas of study; one being How can motion be described and explained?

The second area is to be chosen from a selection of detailed studies including;

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

The third area is a practical investigation.

Outcomes

1. The student is able to investigate, analyse and mathematically model the motion of particles and bodies.
2. Relates to chosen area of study.
3. The student is able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment

For Outcomes 1 and 2;

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3 a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

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.

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.

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

PRODUCT DESIGN AND TECHNOLOGY

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.

Students can choose from:

Product Design and Technology - Wood, Metal, Polymers (Plastics)

OR

Product Design and Technology - Textiles

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

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Outcomes

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

Assessment

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit. Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues

- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3

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

Unit 2 - Psychology

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Outcomes

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

Assessment

Suitable tasks for assessment for these outcomes may be selected from the following:

For Outcomes 1 and 2

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

For Outcome 3

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

Unit 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 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

Unit 4 - Psychology

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.

Studio Arts is designed to support a visual art or industry-based pathway by allowing students to create a folio that is useful to tertiary folio entry. This subject supports pathways to domains such as Architecture, Fine Arts, Fashion, Graphic Design and Curatorial Studies.

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 Studio Arts and Art students will need to purchase a **VCE Art Kit**. The kit is a compulsory and essential tool needed for the successful completion of the program and can be purchased from the General Office 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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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)

Unit 3 - Systems Engineering and Energy

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.

Outcomes

1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems.
2. Design, plan, construct and document an integrated system and effectively use diagnostic procedures for the system.
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.

Unit 4 - Integrated and Controlled Systems Engineering

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.

Outcomes

1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems.
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.

Assessment

Unit 3 School-assessed Coursework – 10%
Unit 4 School-assessed Coursework – 10%
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.

Assessment

All outcomes in Units 1 and 2 will be measured from a range of selected tasks from the following list:

- Essays
- Multimedia Productions
- Theatre History Reports
- Oral Presentations
- Tests
- Analytical Exercises
- Annotated Visual Reports
- Interpretation and Performance of Play-scripts

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%

VISUAL COMMUNICATION DESIGN

Visual Communication Design is designed to support a visual art or industry-based pathway by requiring students to create a folio that is useful to tertiary folio entry. This subject supports pathways in domains including Fine Arts, Architecture, Fashion, Communication, Multimedia, Web, Industrial Design and Interior Design.

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 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.

As part of the VCE Visual Arts program, all Visual Visual Communication Design students will need to purchase a **VCE Design Kit**. The kit is a compulsory and essential tool needed for the successful completion of the program and can be purchased from the General Office during Orientation Week.

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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UNIT COSTS

Subject	Unit 1 & 2 Charges	Unit 3 & 4 Charges
Accounting	\$10	\$10
Art	\$80	\$80
Art - Art Kit	Approx \$100	Approx \$100
Biology	\$25	\$25
Business Management	\$10	\$10
Chemistry	\$30	\$30
Dance	\$30	\$30
Drama	\$30	\$30
Economics	\$10	\$10
English	\$25	\$30
- Holocaust Excursion	\$20	-
- No Sugar Excursion	-	\$20
- All About Eve Excursion	-	\$20
English As An Additional Language	\$30	\$30
Environmental Science	\$30	-
Food and Technology	\$150	\$175
Geography	\$20	\$20
Health and Human Development	\$10	\$10
History	\$10	\$10
Industry and Enterprise	\$10	\$10
Information Technology - Computing	\$10	
Software Development/Informatics		\$10
Languages - Italian	\$20	\$20
Languages -Japanese Second Language	\$20	\$20
Legal Studies	\$10	\$10
Literature	\$30	\$30
Foundation Mathematics	\$20	
Further Mathematics	-	\$20
Specialist Mathematics (1 & 2)	\$20	-
Specialist Mathematics (3 & 4)	-	\$20
General Mathematics	\$20	-
Mathematical Methods (CAS 1 & 2)	\$20	-
Mathematical Methods (CAS 3 & 4)	-	\$20
University Mathematics	-	\$20
Media	\$50	\$50
Music Performance	\$30	\$30
Music Investigation	\$30	\$30
Outdoor and Environmental Studies	\$5	\$5
Physical Education	\$10	\$10
Physics	\$25	\$25
Product Design and Technology/Textiles	\$60	\$60
Psychology	\$10	\$10
Studio Arts	\$80	\$80
Studio Arts - Art Kit	Approx \$100	Approx \$100
Systems Engineering	\$50	\$50
Theatre Studies	\$30	\$30
Visual Communication Design	\$80	\$80

GLOSSARY

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.

VCAA – Victorian Curriculum and Assessment Authority. The organisation responsible for the curriculum and administration of the VCE – <http://www.vcaa.vic.edu.au/>

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.