Principal:
Mr Darren Trippett

Campus Principals:
Mooroolbark: Mrs Rachel Lynch
Mount Evelyn: Mrs Robyn Dew

Head of Senior School:
Mr Brenton Millott

Pathways, VCAL and VET Coordinator:
Ms Courtney Jordan

Coordinators:
Yr 11: To be advised
Yr 12: To be advised

Phone: 9839 8800
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Contents

Introduction 3
Careers 10
VCE Subject Selection 11
Accounting 13
Biology 15
Business Management 18
Chemistry 21
Computing: Applied 24
Computing: Informatics Units 3 & 4 26
Computing: Software Development Units 3 & 4 27
Dance 29
Drama 31
English 34
English as an Additional Language (EAL) 36
Food Studies 39
Health and Human Development 41
History: 20th Century (Units 1 & 2) 44
History: Revolutions (Units 3 & 4) 46
Legal Studies 48
Literature 50
General Mathematics (Units 1 and 2) 52
Further Mathematics (Units 1 and 2) 54
Mathematical Methods 56
Media 59
Music Performance 62
Outdoor and Environmental Studies 65
Physical Education 68
Physics 71
Product Design and Technology 74
Psychology 77
Studio Arts 80
Sociology 83
Systems Engineering 86
Visual Communication Design 89
Victorian Certificate of Applied Learning (VCAL) 91
VCAL Traineeships 93
VET 94
Head Start Apprenticeships and Traineeships 96
Essential Program / Aspire at Yarra Hills Secondary College 98
At Yarra Hills Secondary College, we go to great lengths to ensure that we offer an engaging and supportive learning environment that provides opportunity and encouragement for each of our students. This allows us to be able to develop our students’ individual strengths and talents. Our College Values, Respect, Endeavour, Achievement and Pride provide the basis for all interactions within and across our school community. We are proud of the achievements of our students, and all college staff members are committed to ensuring our students develop life-long learning skills, curiosity, resilience and determination.

Our senior students experience a young adult learning environment. Academic rigour, initiative and self-discipline are central to life at the senior levels with a cooperative team culture supporting each student’s quest for success. We offer a comprehensive selection of studies for those students choosing to undertake VCE. Our VCE students consistently gain placement in their top preferred tertiary venues. We are also able to prepare students for entry into the vocation of their choice through additional programs including Vocational Education and Training (VET), and the Victorian Certificate of Applied Learning (VCAL) school-based apprenticeships and traineeships. Our ability to offer these alternatives ensures that we can find an appropriate pathway for each individual student.

I encourage students and parents to review this handbook carefully and discuss thoroughly the options and opportunities it presents. The handbook is just part of the support offered to students in developing their pathways through secondary school. Key personnel in the College who can also assist are the Campus Principals and Assistant Principals, Heads of School, Year Level Coordinators, Careers & Pathways Leader and individual teachers who are all committed to the development of every student into well-educated, responsible and resilient young adults.
Senior School Program

The curriculum structure of the Senior School is designed to meet a variety of needs and offers the traditional academic emphasis leading to tertiary placement, as well as a more vocational, work orientated focus leading to direct employment or a combination of work and further training or industry based certification. The Victorian Certificate of Education (VCE) suits the majority of students, while Vocation Education Training (VET) Programs are for more vocationally oriented and can contribute to the VCE and ATAR. The Victorian Certificate of Applied Learning (VCAL) may be completed through either our traineeship or Pathway program. These options are explained in detail in the following pages in the following order:

- VCE
- VCE with VET Studies
- VCAL

The curriculum and assessment for each of these alternatives is centrally determined. All students must sign an agreement to abide by Victorian Curriculum and Assessment Authority (VCAA) regulations. This declaration is incorporated in the Student Details form which students sign.

Attendance is closely linked to student performance at school, including in assessment tasks and examinations. Therefore, we expect 100% attendance, unless ill or on an approved school activity, so that each student can maximise their learning and achieve the highest possible results. Where a student is absent due to illness they should ensure that they catch up on work completed during missed classes. Absence is displayed on the attendance page in Compass. A student cannot satisfactorily complete a unit if there has been a substantial breach of school attendance, as outlined in the college’s attendance policy.

In addition to subject information this handbook includes information on:

- Expectations of Senior Students
- Conditions of Enrolment
- Careers

Victorian Certificate of Education (VCE)

Choosing a VCE Program

The normal workload is 22 units over two years. Modified programs may be negotiated under special circumstances. It is not uncommon for a student to undertake a combination of Units 1/2 and 3/4 can be undertaken in the one year as part of an accelerated or extended VCE. There is no Victorian Curriculum Assessment Authority (VCAA) penalty for taking more than one year to accumulate Unit 3/4 studies and a unit may be repeated. However, students can only get credit once for that unit and for a study score to be awarded both Units 3 and 4 must be completed within the one school year.

When choosing your VCE program:

- Carefully read the unit descriptions included in this booklet.
- Consult careers teachers for information on tertiary courses and employment opportunities.
- Consider units that interest you, you do well in, lead to preferred employment and are prerequisites for further training and tertiary courses
Having followed these steps a program selection sheet will be completed in consultation with a pathways counsellor and your selections entered via the school intranet. Whilst every effort will be made to accommodate students’ selected programs, timetabling constraints may affect options for some student programs.

**Entry to VCE**

General entry students will be required to have satisfactorily completed a Year 10 course of study; special entry students will be considered on an individual basis.

**VCE Programs**

A VCE program is the complete set of VCE units undertaken by a student over two or more years. Each unit typically runs for a semester. Units 1 and 2 refer to units generally completed by at the Year 11 level and Units 3 and 4 at the Year 12 level. Units 1 and 2 can be completed as independent semester length units, but Units 3 and 4 must still be taken as a sequence over a full year. In order to maximise their performance students are advised to complete Units 1 – 4 of each subject selected.

The usual model for students is:

- Year 11 study six units each semester (may include a VET or Unit 3/4 subject)
- Year 12 study a further five units each semester at the Unit 3/4 level.

**Satisfactory completion of the VCE**

Students are required to have satisfactorily completed sixteen semester length units of study. These sixteen units must include:

- Three units from the English Group (English Units 1 to 4; EAL (English as an Additional Language) and Literature Units 1 to 4). One of to the unit 3/4 sequences from the English Group will be counted in the ATAR, but no more than two can be allowed in the primary four.
- At least three sequences of Units 3 and 4 in studies other than English.

**Unit outcomes**

Each VCE unit includes between two and four outcomes. Outcomes must all be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher’s assessment of the student’s achievement of the required level of key knowledge and key skills for those outcomes. The school, in accordance with the VCAA requirements, determines satisfactory completion of units.

**Assessment of VCE Units 1 and 2**

All studies have both school assessment and school examinations. School assessment is made up of assessment tasks used to assess learning outcomes and are completed mainly in class under test conditions. Assessment tasks are reported to the student. All Units 1 and 2 studies have exams in June and November. Exams are compulsory and are separately reported on end of semester reports.

**Assessment of VCE Units 3 and 4**

A study score in the range from 0 to 50 is awarded where a student has achieved a ‘satisfactory’ result for both Units 3 and 4 in the study. This score is based upon both school assessment and external examination(s). Results of all assessment tasks are converted from a numerical score and reported by the VCAA as grades ranging from A+ to E or NA (Not Assessed – where the task was not attempted). These may be changed by VCAA following statistical moderation.
School Assessment

School Assessed Coursework (SACs)
School Assessed Coursework is made up of a number of assessment tasks that are specified by the Victorian Curriculum Assessment Authority (VCAA). Assessment tasks are used to assess the unit learning outcomes.

- The assessment tasks are part of the regular teaching and learning program.
- They are completed mainly in class time and in a limited timeframe. This allows the teacher to validate that the work is the student's.
- Students only have ONE attempt to generate a Score for their SAC's.

School-assessed tasks (SATs)
A small number of studies will have school-assessed tasks (SATs). These occur in studies where products and models are assessed. Media, Studio Arts, Visual Communication and Design, Systems Engineering and Food and Technology have school-assessed tasks that measure performance in production of a physical product.

Examinations
Examinations are set and assessed by the VCAA and are held throughout October and November. Music, Dance and Drama have additional performance examinations and LOTE an oral examination. To assist students to develop their examination skills the school provides internally assessed examinations for all Unit 3 subjects during the June examination period.

General Achievement Test (GAT)
The GAT is compulsory for every student enrolled in Unit 3 and 4 sequences, whether in Year 11 or 12. It does not, however, contribute to the final VCE result but the VCAA uses the GAT as one of the checks to ensure an examination paper is marked accurately. If a result is two grades lower than the grade predicted by the GAT, then the paper is automatically assigned to an additional marker for checking. The GAT is also used in situations where a derived grade is required due to a medical condition. Students will receive a report on their GAT results at the end of the year telling them their performance in the areas of Literacy, Mathematics and the Arts relative to the other students sitting the GAT. Tertiary institutions are increasingly using the GAT scores to distinguish between students in the “middle selection band”.

Dates and Deadlines
An important aspect of the VCE is adherence to due dates for assessment tasks. Students will be given the weeks for assessment tasks as early as possible in the unit. It is very important that students and their parents realise that:
1. Non-attendance at an assessment task must be covered by a medical certificate.
2. Failure to complete an assessment task or SAC on the due date without extenuating circumstances will result in the student receiving a N for the task, and thus the unit.

Special provision
Students experiencing personal difficulty completing their VCE studies may apply for Special Provision in the following categories:
- Assistance in choosing or changing a VCE program.
- Special arrangements for completion of sets of outcomes, school assessed coursework or examinations and the GAT.
- A derived score can be awarded by the VCAA in cases where SACs or exams are missed or are severely affected by illness or personal trauma.

Students are required to provide documentary evidence such as medical certificates or reports from health care professionals. The Principal determines whether the application meets the criteria set by the VCAA.
Reporting results

The school issues written reports at the end of Units 1, 2 and 3. The reports provide information on student progress and achievement and state the results awarded for assessment tasks.

Students undertaking Units 1 and 2 receive a Statement of Results from the VCAA showing ‘S’ or ‘N’ for units. The school distributes this at the end of the year.

Students undertaking Units 3 and 4 receive a Statement of Results from the VCAA showing ‘S’ or ‘N’ for units. It will also show the grades awarded for school assessed coursework and examinations and a Study Score (relative position) for each unit 3 and 4 sequence. In addition, this Statement of Results states whether VCE requirements have been met.

The Statement of Results is mailed directly to students in December; however, the VCE Certificate issued by the VCAA for graduating students must be collected from the school in December.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) and is derived by formula calculation from a student’s scaled study scores for Units 3 and 4 studies. Its objective is to rank students for tertiary selection. The ATAR is only calculated if a student has satisfactorily completed the VCE, including both Units 3 and 4 from the English Group.

Enhancement Subject

Studying a Unit 3/4 sequence during Year 11 is desirable for students who have demonstrated a capacity to work at the higher level. The experience of sitting the exams and GAT is invaluable and adds a sixth subject from which an ATAR score is calculated. For advice on entry into the Enhancement Subjects, students should seek a teacher recommendation and possibly an interview to assess suitability.

Modified VCE Programs

Students facing difficulties during their VCE Studies may be able to complete modified VCE Programs that differ from the standard VCE Program of studying 6 subjects in Year 11 and 5 subjects in Year 12. Such programs, including a 3-year VCE Program, and an unscored VCE, can only be completed in consultation with the Senior School Team, with a relevant academic or mental health action plan. For further information and application forms, see the Senior School Team.

Attendance at School

All students are to remain on the Campus until the end of the school day, with the exception of VET students who must attend VET classes off campus. Please refer to the college’s Attendance Policy for more information on absence from school or class. Absence from school must be approved through submission of a medical certificate or other appropriate documentation.

Lateness to School

Notes must be provided for all late arrivals. School detentions are given for unapproved lateness. Lateness to class is disruptive, shows poor organisation and a lack of respect for other class members. Consequences for unapproved lateness to class include after school detentions to make up the lost time.

Early Leaving

Students who need to leave the campus before the end of the day must obtain an ‘Early Leaver’ pass from the General Office. It is the responsibility of the student to supply written permission from a parent/guardian or to arrange a phone call from home to the Office before a pass is given. Students over 18 cannot write their own notes and must have contact details for another responsible adult for the school to contact.
Uniform
The College has a mandatory school uniform; Senior School Students are expected to be role models for the college, and this includes wearing the college uniform with pride. Failure to do so will result in detentions and may even result in the student being sent home. Winter jackets should be plain & navy blue in colour. Hooded tops are not permitted. Shoes must be plain black and polish-able. Students in Senior School have access to purchasing a VCE Rugby Top which can be worn in addition to the College uniform. Hair must be of natural colours and makeup and jewellery must be minimal. (For more information on the College uniform, please consult the College’s uniform policy.)

Voluntary Levies and Cost Intensive Subjects
Students receive a levy sheet detailing requested levies as well as cost-intensive subject levies. Payment of cost-intensive levies is required upon enrolment.

Meeting deadlines
To obtain an “S” for a unit, all sets of outcomes must be satisfactorily completed.
At the beginning of each unit teachers will distribute a list of outcomes and deadlines for submitting the work. Deadlines can only be extended with very good reason. Failure to meet deadlines may result in failing a unit.
Students who miss an Assessment Task, and are able to provide a medical certificate or a valid reason to the Campus Principal, may apply to sit the task. This redemption process is organised through a VCE Coordinator. Without a medical certificate a zero result will be recorded for the Task, however the student will still be required to complete the task in order to demonstrate the outcomes of the unit.

Smoking
Smoking is an anti-social activity harmful to personal and social health. Smoking is totally banned within campus buildings and in the vicinity of the campus grounds, including student & staff cars. The consequences for smoking are, in the first instance, an Exclusion (in-school Suspension), then External Suspension for any further offences. Students who infringe the non-smoking policy will be required to undertake a ‘Quit’ program for their own welfare.

Student parking on Campus
Students who successfully obtain their Probationary licence whilst at school and who wish to park their car on campus grounds may do so only when the following conditions are met.
1. An application for Student Parking is approved.
2. The vehicle is registered and roadworthy
3. The student parks the vehicle only in the designated areas
4. The student does not use the vehicle to transport other students to and from the Campus
5. The vehicle is driven with regard to speed limits and the safety of other students, staff and College property.

Mobile Phones and other electronic devices
These items are not to be seen or heard during class. It is the student’s responsibility to ensure phones remain on silent or turned off. Consequences apply for students who breach this, which includes confiscation until the end of the day. More serious consequences apply for repeat offenders and parents will be contacted. Occasionally mobiles are used within the context of a lesson but this is only done with the permission of the teacher in charge. Electronic devices cannot be taken into any examinations.
A full list of school regulations and processes is provided in the Senior School Policies Document.
The Careers Office has up-to-date and accurate information about tertiary courses and applying for jobs.

There are Job Guides available – (in print and on CD Rom) to begin your search; handbooks for all major Victorian universities, institutes and colleges; some interstate handbooks and brochures on new courses, apprenticeships and traineeships.

Course Scan is also available and this allows you to enter your VCE subjects and get a printout of all courses that you would be able to access, the ATAR required for entry, any special requirements for entry and where you can study.

Students will be interviewed at various times, and complete Career Action Plans at regular intervals so that students are aware of the various pathways that are available beyond school.

In July, Year 12 students are expected to take part in the University Tours excursion and the T.I.S. (Tertiary Information Service) seminar. They are able to talk to representatives from universities and institutes and to collect current entry information.

Students should continue to work with their families to investigate various post-schooling options and make appointments with the Careers Leader for advice.
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<tr>
<th>Your Dream Career</th>
<th>Subjects to consider</th>
<th>Faculty Area</th>
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<td><strong>Journalist</strong></td>
<td>English</td>
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<td><strong>Writer</strong></td>
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<td><strong>Physiotherapist</strong></td>
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<td><strong>Dietitian</strong></td>
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<td><strong>Sports Journalist</strong></td>
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<td><strong>Interpreter</strong></td>
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<td>Other Languages through VSL</td>
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<td><strong>Translator</strong></td>
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<td>Interior Designer</td>
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<td>Art Historian</td>
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For more information about Careers, go to
- My future Website
- My skills Website
- Career Bullseye Posters
- Jobs Outlook

Or make an appointment with our Pathways Leader.
Scope of Study:

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. It plays an integral role in the successful operation and management of businesses. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Additional Course Requirements

Students are required to have a scientific calculator for this subject.

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 by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Area of Study 1: Going into Business
On completion of this unit the student should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

Area of Study 2: Recording Financial Data and Reporting Accounting Information
On completion of this unit the student should be able to 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 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, Students suggest strategies to the owner on how to improve the performance of the business.

Area of Study 1: Recording Financial Data and Reporting Accounting Information
On completion of this unit the student should be able to record financial data and report accounting information for a sole trader.

Area of Study 2: ICT in Accounting
On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.

Area of Study 3: Evaluation of Business Performance
On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Unit 3: Recording and Reporting for a Trading Business

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

Area of Study 1: Recording Financial Data
On completion of this unit the student should be able to 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.

Area of Study 2: Balance Day Adjustments and Reporting and Interpreting Accounting Information
On completion of this unit the student should be able to 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 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the Perpetual inventory recording system.

Area of Study 1: Extension of Recording and Reporting
On completion of this unit the student should be able to 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.

Area of Study 2: Financial Planning and Decision Making
On completion of this unit the student should be able to 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.
**Scope of Study:**

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

**Additional Course Requirements:**

Study in Biology utilises textbooks and/or Edrolo digital and video resources, which have associated costs.
Unit 1: How do living things stay alive

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Area of Study 1: How organisms function
On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.

Area of Study 2: How do living systems sustain life?
On completion of this unit the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

Area of Study 3: Practical Investigation
On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Area of Study 1: How does reproduction maintain the continuity of life?
On completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Area of Study 2: How is inheritance explained?
On completion of this unit the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

Area of Study 3: Investigation of an issue
On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
Unit 3: How do Cells Maintain life?

This Unit investigates the workings of the cell from several perspectives. The plasma membrane, nucleic acids, protein synthesis, enzymes, signalling molecules, cell communication are looked at in detail. Students explore the chemistry of cells by examining biochemical pathways. At a molecular level students study the immune system and the interactions between its components to provide immunity to a specific antigen.

Area of Study 1: How do cellular processes work?
Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

Area of Study 2: How do cells communicate?
Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Unit 4: How does life change and respond to challenges over time?

In this unit, students consider the continuous change and challenges to which life on Earth is subjected. They investigate relatedness between species, and the impact of various change events on a population’s gene pool. They look at various bodies of evidence of evolution by means of natural selection. Students study the structural and cognitive trends in the human fossil record and the interrelationships between biological, technological and cultural evolution. The biological, social and ethical implications of manipulating the DNA molecule is explored.

Area of Study 1: How are species related?
Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

Area of Study 2: How do humans impact on biological processes?
Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its application in society.

Area of Study 3: Practical Investigation?
Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
Scope of Study:

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Additional Course Requirements

There are no extra charges for this subject.
Unit 1: Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Area of Study 1: The Business Idea
On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered.

Area of Study 2: External Environment
On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Area of Study 3: Internal Environment
On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Area of Study 1: Legal Requirements and Financial Obligations
On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

Area of Study 2: Marketing a Business
On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Area of Study 3: Staffing a Business
On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.
Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Area of Study 1: Business Foundations
On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Area of Study 2: Managing Employees
On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Area of Study 3: Operations Management
On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Area of Study 1: Reviewing Performance - the need for change
On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Area of Study 2: Implementing Change
On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.
Scope of Study:

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Additional Course Requirements:

Study in Chemistry utilises textbooks and Edrolo video resources, which have associated costs.
Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Area of Study 1: How can knowledge of elements explain the properties of matter?
On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

Area of Study 2: How can the versatility of non-metals be explained?
On completion of this unit the student should be 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.

Area of Study 3: Research Investigation
On completion of this unit the student should be 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: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Area of study 1: How do substances interact with water?
On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

Area of study 2: How are substances in water measured and analysed?
On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

Area of Study 3: Practical Investigation
On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.
Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

**Area of study 1: What are the options for energy production?**
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

**Area of study 2: How can the yield of a chemical product be optimised?**
On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

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

**Area of study 1: How can the diversity of carbon compounds be explained and categorised?**
On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

**Area of study 2: What is the chemistry of food?**
On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

**Area of study 3: Practical investigation.**
On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
Scope of Study:

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the characteristics of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how the way they interrelate affects the types and quality of digital solutions.

VCE Applied Computing is based on four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

The Study of Applied Computing at Units 1 and 2 will leads to two pathways

- Data Analytics at Units 3 & 4
- Software Development at Units 3 & 4
**Unit 1: Applied Computing**

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of the PHP programming language to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

**Area of Study 1: Data analysis**

Students use software tools to collect and interpret data and create data visualisations. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected.

**Area of Study 2: Programming**

Students apply methods and techniques for creating a working software solution using a range of processing features and data structures in PHP. They apply testing and debugging techniques to ensure the software solution works as intended.

**Unit 2: Applied Computing**

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

**Area of Study 1: Innovative Solutions**

Students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

**Area of Study 2: Network Security**

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.
Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Area of Study 1: Data Analytics

In this area of study students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

Area of Study 2: Analysis and design

In this area of study students, individually, determine and propose a research question and collect and analyse data. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Area of Study 1: Development and evaluation

In this area of study students develop the design they prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.

Area of Study 2: Cybersecurity – data and information security

Students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information.
Unit 3: Software Development (not offered in 2020)

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

Area of Study 1: Programming

In this area of study students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use the PHP programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

Area of Study 2: Analysis and design

In this area of study students construct the framework for the development of a software solution that meets a student-identified need or opportunity. Students prepare a project plan that includes student-determined and teacher-provided milestones that take into account all stages of the problem-solving methodology covered in this outcome. Students generate and document two or three design ideas for creating their solution.

Unit 4: Software Development (not offered in 2020)

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Area of Study 1: Development and evaluation

Students develop the design they prepared in Unit 3, Area of Study 2, into a software solution using PHP.

Appropriate processing features of the PHP programming language, including validation, are used to develop an efficient and effective software solution. Testing techniques are used to ensure the software solution meets requirements.

Area of Study 2: Cybersecurity – software security

Students analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies. Physical and software controls, security vulnerabilities, web application and third-party software risks are investigated.
Scope of Study:

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study looks at how choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

Additional Course Requirements:

Students will need to change into suitable clothing for practical dance classes.

It is strongly recommended that students have at least three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.
**Unit 1:**

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

**Area of Study 1: Dance perspectives**
On completion of this unit the student should be able to describe and document features of other choreographer’s dance works.

**Area of Study 2: Choreography and performance**
On completion of this unit the student should be able to choreograph and perform a solo, duo or group dance work and complete structured improvisations.

**Area of Study 3: Dance technique and performance**
On completion of this unit the student should be able to safely and expressively perform a learnt solo, duo or group dance work.

**Area of Study 4: Awareness and maintenance of the dancer’s body**
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:**

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, styles and works. Students describe, analyse and discuss their own and others’ dances.

**Area of Study 1: Dance perspectives**
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.

**Area of Study 2: Choreography, performance and dance-making Analysis**
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.

**Area of Study 3: Dance technique, performance and dance analysis**
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.
**Unit 3:**

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of Body actions and use of performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

**Area of Study: Dance perspectives**
On completion of this unit the student should be able to analyse selected solo dance works.

**Area of Study 2: Choreography, performance and dance-making Analysis**
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.

**Area of Study 3: Dance technique, performance and analysis**
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.

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**Unit 4:**

In this unit students choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work, students focus on expressive and Accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work.

**Area of Study 1: Dance perspectives**
On completion of this unit the student should be able to analyse a selected group dance work.

**Area of Study 2: Choreography, performance and dance-making Analysis**
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.
Scope of Study:

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Additional Course Requirements:

Students are required to attend the excursions to professional theatre performances to be able to undertake and complete the outcomes. This will incur costs to the students which include the ticket, plus possible script and pre- and post-show forums. Students will undertake extra rehearsals for their ensemble and solo performances outside of class time.
Unit 1: Introducing performance styles

In this unit, three or more performance styles are studied from a range of social, historical and cultural contexts. Creating, presenting and analysing a devised solo and/or ensemble performance that go beyond re-creation and/or representation of real life as it is lived. The devised performance includes real or imagined characters and is based on stimulus material reflecting personal, cultural and/or community experiences and stories. They will document the processes used to create their work. Students analyse their own performance work and a work by professional drama performers.

Area of Study 1: Creating a devised performance

On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.

Area of Study 2: Presenting a devised performance

On completion of this unit the student should be able to perform devised drama works to an audience.

Area of Study 3: Analysing a devised performance

On completion of this unit the student should be able to analyse the development, and the performance to an audience, of their devised work.

Area of Study 4: Analysing a professional drama performance

On completion of this unit the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Australian identity

In this unit, aspects of Australian identity evident in contemporary drama practice is studied. Students will document the use of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based upon and from a contemporary or historical Australian context. They examine selected performance styles and explore associated conventions. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Area of Study 1: Using Australia as inspiration

On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.

Area of Study 2: Presenting a devised performance

On completion of this unit the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Area of Study 3: Analysing a devised performance

On completion of this unit the student should be able to analyse the development, and performance to an audience, of their devised work.

Area of Study 4: Analysing an Australian drama performance

On completion of this unit the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners.
Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts are explored. Students work collaboratively to devise, develop and present an ensemble performance that reflects a specific performance style/s and is therefore eclectic in nature. Play-making techniques are used to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Area of Study 1: Devising and presenting ensemble performance

On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Area of Study 2: Analysing a devised ensemble performance

On completion of this unit the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

Area of Study 3: Analysing and evaluating a professional drama performance

On completion of this unit the student should be able to analyse and evaluate a professional drama performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; through a range of performance styles and associated conventions. Students develop skills in extracting dramatic potential from stimulus material, use play-making techniques, apply conventions, dramatic elements, expressive and performance skills and performance skills to develop and present a short solo performance. Students further develop and refine these skills by creating a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Area of Study 1: Demonstrating techniques of solo performance

On completion of this unit the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

Area of Study 2: Devising a solo performance

On completion of this unit the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Area of Study 3: Analysing and evaluating a devised solo performance

On completion of this unit the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.
**Scope of Study:**

VCE English has an emphasise the progressive development of critical understanding and control of the English language. 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. They also focus on the analysis and construction of texts that attempt to influence an audience. Students explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied. Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

**Additional Course Requirements:**

There are no additional costs for this subject.
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.

**Area of Study 1: Reading and Creating**
On completion of this unit students should be able to produce analytical and creative responses to texts.

**Area of Study 2: Analysing and Presenting arguments**
Students 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.

Unit 2: English

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

**Area of Study 1: Reading and Comparing texts**
To compare the presentation of ideas, issues and themes in two texts.

**Area of Study 2: Analysing and Presenting Argument**
To identify and analyse how arguments and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Unit 3: English

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

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

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

Unit 4: English

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

**Area of Study 1: Reading and Comparing**
Students should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

**Area of Study 2: Presenting Argument**
Students should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.
Scope of Study:

VCE English as an Additional Language is one of the four English courses available, it focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Additional Course Requirements:

Students must supply or purchase a bilingual dictionary (being English and their first language).
Unit 1

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

Area of Study 1: Reading and Creating texts
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
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.

Unit 2

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

Area of Study 1: Reading and Comparing texts
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
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.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. They also develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

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

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

Area of Study 3: Listening to Texts
On completion of this unit the student should be able to comprehend a spoken text.

Unit 4

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

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

Area of Study 2: Presenting Argument
On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.
Scope of Study:
VCE Food Studies takes an interdisciplinary approach to the exploration of food with an emphasis on extending food knowledge and skills and building individual pathways to health and well-being through the application of practical food skills. The subject provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Students research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Additional Course Requirements: There is an additional costs of $150 for this subject.
Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives. They investigate the origins and roles of food through time and across the world.

Area of Study 1: Food around the world

On completion of this unit the student should be able to identify and explain factors in the development of a globalised food supply, and demonstrate adaptations of selected foods from earlier times through practical activities.

Area of Study 2: Food in Australia

On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Students use practical knowledge and skills to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Area of Study 1: Food industries

On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the Application of commercial principles.

Area of Study 2: Food in the home

On completion of this unit the student should be able to compare and evaluate similar foods in different settings, explain the influence on effective food provision and preparation in the home, and design and create food product that illustrates the potential adaptation in a commercial product.
Unit 3: Food in daily life

In this unit students focus on food from historical and cultural perspectives. They investigate the origins and roles of food through time and across the world.

Area of Study 1: Food around the world
On completion of this unit the student should be able to identify and explain factors in the development of a globalised food supply, and demonstrate adaptions of selected foods from earlier times through practical activities.

Area of Study 2: Food in Australia
On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. The practical component of the unit their responses to environmental and ethical food issues, and to extend their food production skills reflecting the Australian Dietary Guidelines.

Area of Study 1: Environment and ethics
On completion of this unit the student should be able to explain a range of food system uses, respond to selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Area of Study 2: Navigating food information
On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food product that meet the Australian Dietary Guidelines.

Please refer to the VCAA Study Design for further information.

Scope of Study:

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization’s definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government’s overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Additional Course Requirements

There are no additional costs for this subject.
Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Area of Study 1: Health perspectives and influences
On completion of this unit the student should be able to explain the multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Area of Study 2: Health and nutrition
On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Area of Study 3: Youth health and wellbeing
On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and Societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Area of Study 1: Developmental transitions
On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Area of Study 2: Health care in Australia
On completion of this unit the student should be able to describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.
Unit 3: Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental Conditions required for health improvement, as stated by the World Health Organization (WHO). Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health Approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Area of Study 1: Understanding health and wellbeing
On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia’s health status data and analyse variations in health status.

Area of Study 2: Promoting health and wellbeing
On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program.

Area of Study 1: Health and wellbeing in a global context
On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Area of Study 2: Health and the Sustainable Development Goals
On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.
History: 20th Century (Units 1 & 2)

Scope of Study:

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Additional Course Requirements:

There are no additional costs for this subject.
### Unit 1: Twentieth century history 1918 –1939

Students explore the nature of political, social and cultural change in the period between the world wars.

**Area of Study 1: Ideology and Conflict**

On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

**Area of Study 2: Social and Cultural Change**

On completion of this unit the student should be able to explain patterns of social life and cultural change, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

### Unit 2: Twentieth century history 1945 –2000

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.

**Area of Study 1: Competing Ideologies**

On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people.

**Area of Study 2: Challenge and Change**

On completion of this unit the students should be able to explain the causes and nature of challenge and change in the second half of the twentieth centuries and analyse the consequences for nations and people.
Scope of Study:

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776
- The French Revolution of 1789
- The Russian Revolution of 1917
- The Chinese Revolution of 1949

Additional Course Requirements:

There are no additional costs for this subject.
### Unit 3: The French Revolution of 1789
### Area of Study 1: Causes of the Revolution
In this area of Study, students explore and analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. Students analyse significant events and how particular conditions contributed to the revolution, such as the calling of the Estates-General in France, or World War 1 in Russia. Revolutionary ideologies emerged in opposition to the existing order, such as Leninism in Russia, or how Enlightenment thinking influenced the promotion of change in France. Key individuals, and their intended or unintended actions who shape the course of the revolution are investigated, including Tsar Nicholas II in Russia, and King Louis XVI in France.

### Unit 4: The Russian Revolution of 1917
### Area of Study 2: Consequences of the Revolution
In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought to society. Furthermore, students evaluate the success of the new regime’s responses to these challenges and the extent to which the consequence of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. Consequences of revolution sometimes resulted in a compromise in revolutionary ideologies, such as Terror in both Russia and France. Individuals, such as Trotsky in Russia and Robespierre in France, attempt to create significant change. In analysing the past, the experiences of those living through the revolutions are investigated, such as the Sans-Culotte in France, and the peasants in Russia.

<table>
<thead>
<tr>
<th>French Revolution</th>
<th>Area of Study 1: Causes of the Revolution</th>
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<tbody>
<tr>
<td>The Accession of Louis XVI to the throne (1774) to the October Days of 1789</td>
<td>In this area of Study, students explore and analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. Students analyse significant events and how particular conditions contributed to the revolution, such as the calling of the Estates-General in France, or World War 1 in Russia. Revolutionary ideologies emerged in opposition to the existing order, such as Leninism in Russia, or how Enlightenment thinking influenced the promotion of change in France. Key individuals, and their intended or unintended actions who shape the course of the revolution are investigated, including Tsar Nicholas II in Russia, and King Louis XVI in France.</td>
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<tr>
<td>The Coronation of Tsar Nicholas (1896) to the 25th October Revolution 1917</td>
<td>In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought to society. Furthermore, students evaluate the success of the new regime’s responses to these challenges and the extent to which the consequence of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. Consequences of revolution sometimes resulted in a compromise in revolutionary ideologies, such as Terror in both Russia and France. Individuals, such as Trotsky in Russia and Robespierre in France, attempt to create significant change. In analysing the past, the experiences of those living through the revolutions are investigated, such as the Sans-Culotte in France, and the peasants in Russia.</td>
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<tr>
<td>The October Days (1798) to the Dissolution of the National Convention Year III (1795)</td>
<td>In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought to society. Furthermore, students evaluate the success of the new regime’s responses to these challenges and the extent to which the consequence of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. Consequences of revolution sometimes resulted in a compromise in revolutionary ideologies, such as Terror in both Russia and France. Individuals, such as Trotsky in Russia and Robespierre in France, attempt to create significant change. In analysing the past, the experiences of those living through the revolutions are investigated, such as the Sans-Culotte in France, and the peasants in Russia.</td>
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<tr>
<td>Area of Study 2: Consequences of the Revolution Early Sovnarkom decrees (Oct 1917) to the end of the New Economic Policy (1927)</td>
<td>In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought to society. Furthermore, students evaluate the success of the new regime’s responses to these challenges and the extent to which the consequence of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. Consequences of revolution sometimes resulted in a compromise in revolutionary ideologies, such as Terror in both Russia and France. Individuals, such as Trotsky in Russia and Robespierre in France, attempt to create significant change. In analysing the past, the experiences of those living through the revolutions are investigated, such as the Sans-Culotte in France, and the peasants in Russia.</td>
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**Scope of Study:**

In Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. This includes the study of the key principle of justice - fairness, equality and access. Students develop an understanding of the rule of law, the role of lawmakers and the adversary system. They have the opportunity to investigate the criminal justice system as well as aspects of civil law. Reforms to the system are investigated. The course has a strong focus on real examples.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. The subject equips students with the ability to research and analyse legal information and apply legal reasoning and decision making skills, and fosters critical thinking. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal secretary and careers in the court and parliamentary systems.

**Additional Course Requirements:**

There are no additional costs for this subject
### Unit 1: Guilt and Liability

Students develop an understanding of legal foundations such as criminal and civil law and the court hierarchy. They apply this knowledge to actual and hypothetical situations. Court and prison visits assist students to develop depth and breadth in the knowledge of the course and their ability to understanding the impact of the legal system.

**Area of Study 1: Legal Foundations**
Describe the main sources and types of law, and assess the effectiveness of laws.

**Area of Study 2: The presumption of innocence**
Explain the purposes and key concepts of criminal law and use legal reasoning to argue criminal culpability

**Area of Study 3: Civil Liability**
Students learn key purposes and principles of civil law. They apply legal reasoning in a series of case studies.

### Unit 2: Sanctions, Remedies & Rights

This unit focuses on the enforcement of criminal and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil case. Students also investigated human rights and rights protection in Australia.

**Area of Study 1: Sanctions**
An investigation of the key concepts of criminal law including the institutions that enforce criminal law. They also study the role and types of sanctions and approaches to sentencing.

**Area of Study 2: Remedies**
An investigation of the key concepts of civil law including methods and institutions to resolve civil disputes. They investigate the types and purposes of remedies.

**Area of Study 3: Rights**
The protection of rights is fundamental to a democratic society. Students examine the way rights are protected in Australia and compare the approach with another country.

### Unit 3: Rights and Justice

Students examine the methods and institutions of the justice system and consider their appropriateness in determining criminal cases. They investigate the extent to which the principles of justice are upheld.

**Area of Study 1: The Victorian criminal justice system**
Explain the rights of the accused and victims. Evaluate the ability of the system to achieve the principles of justice.

**Area of Study 2: The Victorian civil justice system**
Analyse the initiation of a civil claim and discuss the institutions used to resolve civil disputes. Evaluate the ability of the system to achieve the principles of justice.

### Unit 4: The people and the law

Students explore how the Australian Constitution establishes the law making powers of parliaments, and protects the people through structures that put a check on Parliament. They investigate parliament and the courts and the relationship between them. Finally they consider the role of the individual, media and law reform bodies.

**Area of Study 1: The people and the Australian Constitution**
Discuss the significance of High Court cases involving the Constitution and evaluate the ways the Constitution acts as a check on law making by parliament.

**Area of Study 2: The People, the Parliament and the Courts**
Discuss the factors that affect the ability of parliament and courts to make law and evaluate the ability of these law makers to respond to the need for law reform.
Scope of Study:

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Additional Course Requirements:

There are no additional charges for this subject

Unit 1: Approaches to Literature

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.

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

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

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

**Area of Study 1: The text, the reader and their context**
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**
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.

**Unit 3: Form and transformation**

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

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

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

**Unit 4: Interpreting texts**

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied.

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

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

General Mathematics is a general course which provides for a wide variety of needs, including preparation for those students who will study Further Mathematics at Units 3 & 4.

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Additional Course Requirements:

Students must have the textbook and are strongly urged to purchase the CASIO Classpad Calculator for Further Maths. Students who have no intention of continuing maths beyond this year must have, at the very least, a scientific calculator (see booklist).
In undertaking these Units 1 and 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Area of Study 1: Arithmetic and Number**
In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

**Area of Study 2: Graphs of Linear and Non-Linear Equations**
In this area study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

**Area of Study 3: Statistics**
In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

**Area of Study 4: Discrete Mathematics**
In this area of study students cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

**Area of Study 5: Algebra and Structure**
In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

**Area of Study 6: Geometry, measurement and trigonometry**
In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.
Scope of Study

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

Additional Course Requirements:

Students must have a CASIO Classpad Calculator and textbook to undertake this subject.
Unit 3

This unit consists of compulsory core areas of study, comprising 'Data analysis' and 'Recursion and financial modelling'. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology.

Outcome 1
Define and explain key concepts and apply related mathematical techniques and models as specified in the Core, in routine contexts.

Outcome 2
Select and apply the mathematical concepts, models and techniques as specified in the Core, in a range of contexts of increasing complexity.

Outcome 3
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Unit 4

This unit consists of two modules from the Applications area of study listed below. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology. The class teacher will select two modules from:

- Matrices
- Network and decision mathematics
- Geometry and measurement
- Graphs and relations

Outcome 1
Define and explain key concepts and apply related mathematical techniques and models as specified in the Core, in routine contexts.

Outcome 2
Select and apply the mathematical concepts, models and techniques as specified in the Core, in a range of contexts of increasing complexity.

Outcome 3
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
Mathematical Methods

Scope of Study:

Mathematical Methods is a math pathway for students with strong Math skills. A good understanding of algebra and high achievement in Year 10 studies are essential to study this unit. The subject covers skills and knowledge required for Units 3 & 4 Mathematical methods.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

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

Additional Course Requirements:

Students must have a CASIO Classpad Calculator and textbook to undertake this subject.
Unit 1
Mathematical Methods Unit 1 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Area of Study 1: Functions and Graphs
In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry.

Area of Study 2: Algebra
This area of study supports students’ work in the ‘Functions and graphs’, ‘Calculus’ and ‘Probability and statistics’ areas of study. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

Unit 2
In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and Learning mathematics, for working mathematically, and in related assessment, is to be incorporated.

Area of Study 3: Calculus
In this area of study students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

Area of Study 4: Probability and statistics
In this area of study students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.
For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

**Area of Study 1: Functions and Graphs**
In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

**Area of Study 2: Algebra**
In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

**Area of Study 3 continued: Calculus**
In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

**Area of Study 4: Probability and Statistics**
In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.
Scope of Study:

The media is ubiquitous in today’s world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences’ perception of their lives and the worlds in which they live. Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Additional Course Requirements:

There are no additional costs for this subject.
Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.
Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Area of Study 1: Media representations
On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Area of Study 2: Media forms in production
On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Area of Study 3: Australian stories
On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Area of Study 1: Narrative, style and genre
On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Area of Study 2: Narratives in production
On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Area of Study 3: Media and change
On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.
Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives and consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Area of Study 1: Narrative and ideology
On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

Area of Study 2: Media production development
On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Area of Study 3: Media production design
On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Area of Study 1: Media production
On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Area of Study 2: Agency and control in and of the media
On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.
Music Performance

Scope of Study:

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions. Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer. Students build fundamental musicianship skills by developing and refining their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music. They use this knowledge and understanding to describe, define and express in music the intricacies and nuances of musical form and style. The practical application of this knowledge also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner. Students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

In Units 1–4 The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for solo performance. All students must perform at least one group work and at least one solo work in each unit.

Additional Course Requirements:

There are no prerequisites for entry to Units 1, 2 & 3. However, to undertake Units 3 & 4 Solo Performance, students should have about three years’ experience prior to Year 11 on a musical instrument or in voice.
Unit 1: Music Performance

This unit focuses on building students’ performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1: Performance
On completion of this unit the student should be able to prepare and perform a program of group and solo works. To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2: Preparing for performance
On completion of this unit the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.

Area of Study 3: Music Language
On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and perform in familiar and unfamiliar venues and spaces. They study the work of other performers. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1: Performance
On completion of this unit the student should be able to prepare and perform a program of group and solo works.

Area of Study 2: Preparing for performance
On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.

Area of Study 3: Music language
On completion of this unit the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Area of Study 4: Organisation of sound
On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
### Unit 3: Music Performance

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program that will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and perform in familiar and unfamiliar venues and spaces. They study the work of other performers. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

**Area of Study 1: Performance**

On completion of this unit the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.

**Area of Study 2: Preparing for performance**

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.

**Area of Study 3: Music language**

**Outcome 3:** On completion of this unit the student should be able to 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

In this area of study students prepare performances by selecting, researching, learning and interpreting solo and group works. Works selected for performance should complement those works selected for Outcome 1 in Unit 3. Students perform regularly in a variety of contexts and use these performances to explore and consolidate their understanding of ways they can expressively shape their chosen works and communicate their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal with other musicians. Across Units 3 and 4 all students must perform the number of works specified for the selected instrument or group in the performance examination specifications and relevant prescribed list. The works selected should allow students to meet examination requirements and conditions.

**Area of Study 1: Performance**

On completion of this unit the student should be able to prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.

**Area of Study 2: Preparing for performance**

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to refining the performance of selected works.

**Area of Study 3: Music language**

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.
Scope of Study:

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature.

The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/ logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Additional Course Requirements:

Extra costs for required outdoor experiences is estimated at $400.
A new textbook will be implemented in 2018.
Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

**Area of Study 1: Motivations for outdoor experiences**
On completion of this unit the student should be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

**Area of Study 2: Influences on outdoor experiences**
On completion of this unit the student should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical 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 impact of humans on outdoor environments.

**Area of Study 1: Investigating outdoor environments**
On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

**Area of Study 2: Impacts on outdoor environments**
On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.
Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Area of Study 1: Historical relationships with outdoor environments
On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Area of Study 2: Relationships with Australian environments since 1990
On completion of this unit the student should be able to analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

Unit 4: Sustainable outdoor relationships

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 relating to the capacity of outdoor environments to support the future needs of the Australian population.

Area of Study 1: Healthy outdoor environments
On completion of this unit the student should be able to 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.

Area of Study 2: Sustainable outdoor environments
Outcome 2: On completion of this unit the student should be able to analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
**Scope of Study:**

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

**Additional Course Requirements:**

Extra costs for excursions and incursions may arise when studying this subject. A new textbook will be implemented in 2018.
Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Area of Study 1: How does the musculoskeletal system work to produce movement?
On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?
On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2: Physical activity, sport and society

This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

Area of Study 1: What are the relationships between physical activity, sport, health and society?
On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Area of Study 2: What are the contemporary issues associated with physical activity and sport?
On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.
Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

**Area of Study 1: How are movement skills improved?**
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

**Area of Study 2: How does the body produce energy? Outcome 2:**
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

**Area of Study 1: What are the foundations of an effective training program?**
On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

**Area of Study 2: How is training implemented effectively to improve fitness?**
On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.
Physics

Scope of Study:

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

VCE Physics provides students with opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

An important feature of VCE Physics is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may include: the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Additional Course Requirements:

Study in Physics utilise Edrolo video resources, which has associated costs.
Planned Lunar Park, Synchatron, V8 Supercar and Quantum Excursions will have additional costs when finalised.
Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Area of Study 1: How can thermal effects be explained?
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.

Area of Study 2: How do electric circuits work?
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.

Area of Study 3: What is matter and how is it formed?
Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

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

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

Area of Study 1: How can motion be described and explained?
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Area of Study 2: “Options”
Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
- 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 y?
- 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?

Area of Study 3: Practical investigation
In this area, students 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.
Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton’s laws and Einstein’s theories to investigate and describe motion.

Area of Study 1: How do things move without contact?
Students analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

Area of Study 2: How are fields used to move electrical energy?
Students should be able to analyse and evaluate an electricity generation and distribution system.

Area of Study 3: How fast can things go?
Students investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

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

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Area of Study 1: How waves explain the behaviour of light?
Apply wave concepts to analyse, interpret and explain the behaviour of light.

AOS 2: How are light and matter similar?
Provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.

AOS 3: Practical Investigation.
Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Students design and undertake investigations involving at least two Continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4. The findings of the investigation are presented in a scientific poster format.
Scope of Study:

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation. For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products. Increasingly, the importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle.

Additional Course Requirements:

Additional expenses may be incurred around the sourcing of materials for this subject.
Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

Area of Study 1: Sustainable redevelopment of a product
On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.

Area of Study 2: Producing and evaluating a redeveloped product
On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Area of Study 1: Designing within a team
On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief.

Area of Study 2: Producing and evaluating within a team
On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely 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 product/s against the design brief.
Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors. Design and product development and manufacture occur in a range of settings. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Area of Study 1: Designing for end-user/s
On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Area of Study 2: Product development in industry
On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Area of Study 3: Designing for others
On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors. In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development. In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product’s features for an end-user/s.

Area of Study 1: Product analysis and comparison
On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Area of Study 2: Product manufacture
On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently

Area of Study 3: Product evaluation
On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.
Scope of Study:

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

Additional Course Requirements:

Study in Psychology utilises textbooks and/or Edrolo digital and video resources, which have associated costs.
Unit 1: How are behaviour and mental processes shaped?

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

Area of Study 1: How does the brain function?
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.

Area of Study 2: What influences psychological development?
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.

Area of Study 3: Student-directed research investigation
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.

Unit 2: How do external factors influence behaviour and mental processes?

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

Area of Study 1: What influences a person’s perception of the world?
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.

Area of Study 2: How are people influenced to behave in particular ways?
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.

Area of Study 3: Student-directed practical investigation
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.
Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

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

Area of Study 1: How does the nervous system enable psychological functioning?
On completion of this unit, the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

Area of Study 2: How do people learn and remember?
On completion of this unit, the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

Area of Study 1: How do levels of consciousness affect mental processes and behaviour?
On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.

Area of Study 2: What influences mental wellbeing?
On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
Scope of Study:

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks. Students visit art galleries during their years of study.

Additional Course Requirements:

If students want to make artworks that utilise large canvases, art materials that are very specialised and not ‘standard’ to the art department, or want numerous works framed, then additional costs will need to be covered.

There will be additional costs for an excursion to Top Arts and art galleries and venues in the city.
Unit 1: Studio Inspiration and Techniques

This unit focuses on developing an individual understanding of the stages of studio practice and learning how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces.

Area of Study 1: Researching and recording ideas
On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate this into visual language.

Area of Study 2: Studio practice
On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

Area of Study 3: Interpreting art ideas and use of materials and techniques
On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Studio exploration and concepts

This unit focuses on establishing and using a studio practice to produce artworks. The studio practice includes the use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. The exhibition of artworks is integral to Unit 2 and students visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Area of Study 1: Exploration of studio practice and development of artworks
On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Area of Study 2: Ideas and styles in artworks
On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.
Unit 3: Studio practices and processes

This unit focuses on an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of exploration. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. The student determines the studio process. Students will select some potential directions from which to develop at least two artworks in Unit 4.

Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Area of Study 1: Exploration proposal
On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Area of Study 2: Studio process
On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Area of Study 3: Artists and studio practices
On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4: Studio practice and art industry contexts.

The focus for this unit is on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions or galleries, that the student has visited in the current year of study. Students investigate the preparation, presentation and conservation of artworks displayed in exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Area of Study 1: Production and presentation of artworks
On completion of this unit the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Area of Study 2: Evaluation
On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected directions, and effectively demonstrates a cohesive relationship between the works.

Area of Study 3: Art industry contexts
On completion of this unit the student should be able to compare the methods used by artists and considerations of preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
Sociology

Scope of study
Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

Understanding society from a sociological perspective involves the use of what the sociologist Charles Wright Mills (1959) described as a sociological imagination, that is, a constantly critiquing mindset. In VCE Sociology students learn about and apply the sociological imagination by questioning their assumptions and reflecting on their understandings and ideas about social relations.

Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. The scientific method is a systematic process applied to research questions and problems in an attempt to achieve objective observation, collection and analysis of data. Sociologists work to develop a reliable and valid body of knowledge based on research. In doing so, they adhere to various ethical codes of conduct. The primary goal of research ethics is to protect the wellbeing of the groups and individuals with whom sociologists work. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association’s guidelines for conducting research.
**Unit 1 Youth and Family**

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society’s composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

**Area of Study 1 – Category and experience of youth**

On completion of this unit the student should be able to describe the nature of sociological inquiry and discuss, in an informed way, youth as a social category.

**Area of Study 2: The family**

On completion of this unit the student should be able to analyse the institution of family.

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**Unit 2 Social Norms: breaking the code**

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

**Area of Study 1: Deviance**

On completion of this unit the student should be able to analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.

**Area of Study 2: Crime**

On completion of this unit the student should be able to discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.
Unit 3 Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

Area of Study 1: Australian Indigenous culture
On completion of this unit the student should be able to analyse and evaluate changes in public awareness and views of Australian Indigenous culture.

Area of Study 2: Ethnicity
On completion of this unit the student should be able to identify and analyse experience of ethnicity within Australian society.

Unit 4 Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

Area of Study 1: Community
On completion of this unit the student should be able to analyse the experience of community generally and analyse and evaluate a specific community.

Area of Study 2: Social movements and social change
On completion of this unit the student should be able to analyse the nature and purpose of social movements and evaluate their influence on social change.
Systems Engineering

Scope of Study:

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with society and natural ecosystems. The rate and scale of human impact on the global ecology and environment demands that systems design and engineering take a holistic approach by considering the overall sustainability of the systems throughout their life cycle. Key engineering goals include using a project management approach to attain efficiency and optimisation of systems through innovation. Lean engineering and lean manufacturing concepts and systems thinking are integral to this study.

Additional Course Requirements:

Extra costs for excursions (including Top Designs and Quantum Excursions), Project Materials costs and Workbook costs will arise during this course.
Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Area of Study 1: Mechanical system design
In this area of study students learn about the fundamental mechanical engineering principles and the components and parts required to produce an operational system. Students learn the fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific parts of a system or an entire mechanical system can be represented diagrammatically.

Area of Study 2: Producing and evaluating mechanical systems
This area of study provides students with the opportunity to produce, test and evaluate an operational mechanical system. The operational system students produce will contain mechanical components and elements, but may integrate some electrotechnology components or subsystems.

Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation. Electrotechnology is experiencing rapid developments and changes through technological innovation. The contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers. In this unit students explore some of these new and emerging technologies.

Area of study 1: Electrotechnological system design
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

Area of study 2: Producing and evaluating electrotechnology systems
On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.
Unit 3: Integrated and controlled systems

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

Area of Study 1: Integrated and controlled systems design.
On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an Integrated and controlled mechanical and electrotechnological system using the systems engineering process.

Area of Study 2: Clean energy technologies
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4: Systems control

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Area of Study 1: Producing and evaluating integrated and controlled systems
On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the Systems Engineering Process, and manage, document and evaluate the system and processes, as well as their use of it.

Area of Study 2: New and emerging technologies
On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies, and analyse the likely impacts of a selected technology.
**Scope of Study:**

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

**Additional Course Requirements:**

Students will need to purchase A3 folders and plastic pockets for Year 12 folio work. An additional cost may be incurred for an excursion to view the Top Designs exhibition of VCD folios.
Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves using design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise drawing what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Designers are researched along with methods used to generate ideas. Design knowledge is applied to folio work and a range of drawing skills are used to develop concepts.

Area of Study 1: Drawing as a means of communication.
On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Area of Study 2: Design elements and design principles
On 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.

Area of Study 3: Visual communication design in context
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

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use drawing methods that use technical drawing conventions to communicate ideas associated with environmental or industrial fields of design. Typography and imagery and how they are used are also investigated. Students further develop an understanding of the design process which helps to organise their thinking in relation to solving design problems. They present ideas in response to a brief which lead to final visual communications being made.

Area of Study 1: Technical drawing in context
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.

Area of Study 2: Type and imagery
On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Area of Study 3: Applying the design process
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 given brief.
Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students establish a brief and apply design thinking skills through the design process. A client is identified and two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need are investigated. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Area of Study 1: Analysis and practice in context
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Area of Study 2: Design industry practice
On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Area of Study 3: Developing a brief and generating ideas
On completion of this unit the student should be able to apply design thinking skills in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief completed in Unit 3. Students continue the design process by developing and refining concepts for each need stated in the brief. A range of digital and manual two- and three-dimensional methods, media and materials are used. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their ideas focused. Students refine and present two visual communications within the parameters of the brief. They reflect and evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Area of Study 1: Development, refinement and evaluation
On completion of this unit the student should be able to develop distinctly different design concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent of the requirements of the brief.

Area of Study 2: Final presentations
On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.

Area of Study 3: Evaluation and explanation
On completion of this unit the student should be able to devise a pitch to present and explain their visual to an audience and evaluate the visual communications against the brief.
The Victorian Certificate of Applied Learning [VCAL] is an alternative senior qualification that offers additional pathways for Year 11 and 12 students seeking vocationally orientated career options or employment.

The VCAL aims to give students practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. It will help students move from school into work, an apprenticeship or traineeship and/or further training at TAFE. Alternatively, after participating in the VCAL program, students might reconsider their options and transfer to the VCE. Any VCE Units completed as part of a VCAL also count towards a VCE.

Structure

The VCAL has four compulsory areas of study:

- Literacy and Numeracy
- Industry Specific Skills (a VET or TAFE course)
- Work Related Skills (work placement or traineeships, supplemented by the subject ‘Work Related Skills’)
- Personal Development (personal and group projects that will help develop student’s self-confidence and team-work skills)

Credit for prior study

A completed VET or VCE subject can count as part of a VCAL, as can part-time work, voluntary work or community service.

Levels of VCAL

Yarra Hills offers Intermediate and Senior levels of VCAL. Students will receive a VCAL Certificate and statement of results when they successfully complete the VCAL Program for the level they have completed.

VCAL at Yarra Hills

VCAL’s flexibility enables students to undertake a study program that suits their interest and learning needs. Yarra Hills is offering students the following ways to complete the VCAL:

1. by a Traineeship (see below)
2. by a VCAL Pathway – as a transition program only (see next page)
VCAL Traineeships

Traineeships offer a unique program for students who are unlikely to complete Year 12 in a traditional VCE. Students combine their senior school studies with training and employment in industries where they are likely to seek future employment or apprenticeships.

Under this scheme, students spend **two** days per week at school, **one** day per week at TAFE (depending on which TAFE the student attends, the TAFE component may take place over one week blocks, or during school holidays) and **two** days per week in the workplace. Students are paid the National Training Wage and are entitled to pro-rata sick leave and annual leave. Students will be responsible for industry training costs which vary from industry to industry. Occupational Health and Safety studies are completed prior to commencing work and protective clothing, if required, will be provided.

AtEAST (a consortium of eight secondary schools), working in conjunction with a Group Training Company, will provide work-based opportunities in a range of industries including: Automotive, Electronics, Cabinet Making, Hospitality, Engineering and Horticulture, Hairdressing. Where training is available, and the student can provide the employment, other industry areas can be included in this program.

Students successfully completing one year of the program will gain the VCAL certificate at Intermediate level. On completion of the two year program students will have gained a nationally recognised traineeship in their chosen industry and gained the VCAL certificate at the Senior Level. Many students take up full-time employment or an apprenticeship at the end of their traineeship. However, it is possible for students to choose to return to school and complete the VCE or undertake another training program. The VCAL is a set program that does not allow for individual program variations.

School-Based VCAL

Students are able to change from a VCE program and enter a program with a VCAL focus if they can organise employment as a trainee.

Please Note: The move to a VCAL focus is NOT automatic. This would occur as part of a review of the students ‘at-risk’ status and would involve negotiation between parents and coordinators. A school based VCAL can be especially tailored to suit the student’s needs and would involve components of VCAL, VCE and workplace learning to achieve the required 10 credits to complete the VCAL.
Scope of Study:

A Vocational Education and Training (VET) program enables students to widen horizons and study with a vocational, hands-on focus. A VET program can be studied in conjunction with either a VCE or a VCAL. On successful completion students will gain two qualifications instead of one, a VCE or VCAL along with a nationally recognised VET Certificate in one of a wide range of industry areas.

VET programs are fully integrated into the VCE. Students are able to include a VET Unit 3/4 sequence as one of three studies other than English needed to gain the VCE. Most VET programs with a Unit 3/4 examination component make a direct contribution to the ATAR.

A VET program combines general and vocational studies and may be delivered through a cluster school. VET programs are an integral part of the VCE and contribute to the 16 units required for satisfactory completion of the Certificate. Therefore, they can be fully integrated into the VCE, and students can include a VET Unit 3/4 sequence as one of their three studies other than English to gain their VCE. Some programs are scored, have an end of year exam and contribute directly to the student's ATAR score, whilst others will include a 10% bonus, calculated through averaging the Study Scores of the students other subject.

VET courses will be delivered through a Yarra Valley VET Cluster school

On successful completion students will receive:

- VCE Certificate and a nationally recognised VET Certificate
- Enhanced training pathways and employment opportunities.

Further study or work opportunities include:

- Degree courses at university
- Diploma and certificate courses at TAFE institutes and other training organisations
- Further on job training as an Apprentice or Trainee or as an employee
Though the cluster group VET courses may change and new courses will be offered by the cluster group. For further information go to the VET cluster groups website which is; www.yvvc.org.au

VET Industry areas offered through Yarra Hills Secondary College:

- Automotive (Vehicle Body)
- Automotive (Mechanical)
- Business (Office Administration)*
- Community Services
- Engineering*
- Hospitality (Operations)
- Information Technology*
- Technical Production (Music)*
- Building and Construction*
- Engineering*
- Hospitality (Operations)
- Information Technology*
- Technical Production (Music)*
- Building and Construction*
- Acting/Film & Television *
- Sports and Recreation
- Animal Studies *
- Furnishing (Furniture Cabinet Making) (Pre Apprenticeship) *
- Hairdressing *
- Horticulture *
- Retail Make-Up and Skin care

*Offered within the Yarra Valley Cluster Group

Students should speak to the Pathways Coordinator for more information regarding individual VET Courses.

VET programs are fully integrated into the VCE. Students are able to include a VET Unit 3/4 sequence as one of three studies other than English needed to gain the VCE. Most VET programs with a Unit 3/4 examination component make a direct contribution to the ATAR.

More information on VET Subjects can be found in the subjects section of this handbook.
Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE at school. The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career.

**Structure**

Students can choose to take an extra year to complete their VCE. This means more time spent training on-the-job. In the first year, students will spend one or two days per week in paid employment. This will increase to three or four days per week in paid employment in the final year. Depending on the requirement of the employer, it is expected that at a minimum average students will undertake:

- one day per week paid employment in year 10
- two days per week paid employment in year 11
- three days per week paid employment in year 12 (which may be undertaken over two years if required).

Note: Block release for Head Start Apprenticeships and trainees may be negotiated between individual students, schools and TAFEs and RTOs.

**This new and flexible approach provides:**

- strong supports for both students and employers throughout the apprenticeship or traineeship
- quality assured training through TAFEs and Skills First contracted providers
- a tailored pathway for students into careers in priority industries
- an opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- payment of a fair training wage
- VCE completion
- significant progress towards, or completion of, a trade qualification.

**Head Start at Yarra Hills**

Head Start’s flexibility enables students to undertake a study program that suits their interest and learning needs.
Yarra Hills Secondary College understands that achievement is connected to a student’s wellbeing. ASPIRE is a Senior School initiative that aims to integrate student wellbeing and engagement into the life of our young adults.

The program is underpinned by a Positive Education Framework, that places Positive Emotions, Engagement, Relationships, Meaning & Purpose and Accomplishment at the very heart of wellbeing. We aim to cultivate a sense of resilience and purpose in our students. The program further introduces Study Skills, Mentoring and Pathways Information, to pave the way for success, both at school and beyond.

At the very heart of ASPIRE, we teach core units in:

- Accomplishing Goals
- Study Skills
- Positive Emotions
- Investigating Pathways and Purpose
- Relationships
- Engagement

The content delivered during ASPIRE is complimented by the Year 12 Big Days Program and Year 11 Study Skills Day, as well as student supports within the school community, such as links with our Senior Sub-School Team, Senior Mentors and Senior Wellbeing Team.

- Key aspects of the DEECV Resilience, Rights, Respectful Relationships learning curriculum; including Personal Strengths, Goal Setting and Time Management, Stress Management and Safe Socialising
- Career awareness, career education and “work readiness”.
- Guest Speakers
- College Events
- Key assessment tasks, including English and Math Assessment Tasks, will also be scheduled during this time.

Additional Course Requirements:
Students will be given an ASPIRE journal, the cost of which is incorporated into the costs of the Year 12 Big Days Program and Year 11 Study Skills Day.