YEARS 11 & 12
COURSE INFORMATION
2016 - 2017

Welcome to your final years of Secondary Education at Kilbreda College.

We hope this Course Information Booklet is of assistance in planning a challenging and successful program.
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Insufficient numbers for a class may result in the withdrawal of a study
UNDERSTANDING THE VCE

A VCE program at Kilbreda College is normally made up of 23 units of study, completed over Years 11 & 12. The VCE certificate is awarded by VCAA (Victorian Curriculum Assessment Authority).

VCE REQUIREMENTS
The minimum requirement is satisfactory completion of 16 units which must include:

- Three units from the English group (English/Literature/Language) with at least one unit of 3 or 4 level
- Three sequences of Units 3 & 4 studies other than English. These sequences may include VCE VET Unit 3 & 4 studies.

SATISFACTORY COMPLETION OF VCE UNITS
Unit Outcomes are the basis for satisfactory completion of VCE units. VCAA prescribes ‘Outcomes’ which specify what students need to know and be able to do as a result of taking a particular study. These are outlined in the relevant VCAA Study Designs. Teachers select appropriate assessments to enable a student to demonstrate that they have met the outcomes.

Levels of achievement Units 1 & 2
Kilbreda assesses levels of achievement for Units 1 and 2.

Assessment of Units 3 & 4
All studies will have both school assessment and external examinations.

School assessments:
1. School Assessed Coursework (SACs). These assess how well a student has met the Outcomes specified in the Study Design
2. School Assessed Tasks (SATs). These tasks are set in the Study Design by VCAA. VCAA will specify how marks and grades are to be awarded. SATs are undertaken during specified periods and it is essential for students to be present.

External Examinations
External Examination for Units 3 & 4 studies are set and marked by VCAA. Results for each assessment are reported as a grade from A+ to E. The final marks given by the VCAA for each of three assessments is used to calculate the Study Score, which is then used to calculate the ATAR (Australian Tertiary Admission Rank) which was previously known as the ENTER (Equivalent National Tertiary Entrance Rank).

GAT (General Achievement Test)
All students completing a Units 3 & 4 study sequence are required to sit for the externally set and marked tests of general achievement (GAT). The GAT is designed to ensure that all schools are marking to the same standard in their school assessments. Students will be tested in written communication and will be required to answer multiple choice questions covering a broad range of topics.

TERTIARY SELECTION
- The Victorian Tertiary Admissions Centre (VTAC) administers most aspects of tertiary selection for VCE students. Course prerequisites are published annually on the VTAC website (www.vtac.edu.au) under “VTAC Course Link” and also in VICTER, a document available from the school. Students must ensure they consult the edition appropriate for the year they wish to begin tertiary studies.
- To qualify for tertiary selection a student must first meet the minimum entry requirements. She must then meet the requirements specified for the particular course at the particular college or university she wishes to attend.
- The ATAR (Australian Tertiary Admission Rank) is then taken into account. Students well above the cut-off point will be included in the quota and students well below it will generally be excluded.

VCE BACCALAUREATE
The VCAA has recently introduced a recognition contained within the VCE certificate called the VCE Baccalaureate. To be eligible for this classification a student must complete at least one VCE language along with Mathematical Methods (and/or Specialist) at Unit 3/4 level. In addition, the student must obtain a study score of at least 30 in one of the mandated English subjects. A student does not need to apply for the VCE Baccalaureate, if eligible it will be awarded automatically.
YEARS 11 & 12 COURSE INFORMATION

2016 - 2017

VICTORIAN CERTIFICATE OF EDUCATION PATHWAYS AT KILBREDA

PATHWAY 1 VICTORIAN CERTIFICATE OF EDUCATION (VCE)

KILBREDA REQUIREMENTS

- Although some VCE Units may have been completed in Year 10, all students are required to enrol in a total of 23 Units for Years 11 & 12. In Year 11 VCE students enrol in 12 VCE Units and fulfill the school’s requirements for Religious Education. In Year 12 students enrol in 10 units and meet the Religious Education requirements.

- Religious Education is compulsory in both Years 11 & 12.

- A standard Year 11 program consists of Religious Education, Units 1 & 2 English/Literature/Language and five other Units 1 & 2 studies. It is not recommended that a student should undertake three Folio-based subjects, as the time required in the preparation of folios by these subjects is significant.

- A standard Year 12 program consists of Religious Education (school based), Units 3 & 4 English and/or Literature or Language and four studies continued from Year 11.

- If they meet the required level of academic achievement, some Year 11 students may wish to apply to vary these arrangements by including one pair of Units 3 & 4 studies instead of the fifth pair of Units 1 & 2 in the Year 11 program, or a VCE Vocational Education and Training (VET) study. Only some VCE and VET subjects are suited to this arrangement; students will be provided with further details closer to the Subject Selection time. Note that the student does not automatically have the right to transfer to Unit 3&4 studies in this subject when she is in Year 11; suitable academic grades must be achieved in ALL subjects at Year 10 first. She would still be allowed to undertake the 3/4 studies when in Year 12.

STANDARD VCE PROGRAM

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>English/Literature/Language Unit 1 &amp; 2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>RE Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 12</td>
<td>English/Literature/Language Unit 3 &amp; 4</td>
<td>Units 3&amp;4</td>
<td>Units 3&amp;4</td>
<td>Units 3&amp;4</td>
<td>RE</td>
<td>Study</td>
</tr>
</tbody>
</table>

VCE PROGRAM WITH AN ADDITIONAL UNITS 3 & 4 STUDY

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>English/Literature/Language Unit 1 &amp; 2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>Any Study Units 1&amp;2</th>
<th>**An approved Study Units 3&amp;4</th>
<th>RE Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 12</td>
<td>English/Literature/Language Unit 3 &amp; 4</td>
<td>Units 3&amp;4</td>
<td>Units 3&amp;4</td>
<td>Units 3&amp;4</td>
<td>Units 3&amp;4</td>
<td>RE</td>
<td>Study</td>
</tr>
</tbody>
</table>

** Enrolment in this program must have approval of the student's parents/carers and the Principal.
YEARS 11 & 12 COURSE INFORMATION 2016 - 2017

VCE & VOCATIONAL EDUCATION and TRAINING (VET) STUDIES

VET studies can be incorporated into a VCE or VCAL program that is endorsed by VCAA. These studies use the training sector qualifications which were developed by industry. The qualifications are nationally recognised and focus on the development of work related skills and knowledge. These qualifications enhance pathway options to employment and education and further training.

1. VET Programs
   - contribute to the satisfactory completion of VCE/VCAL
   - may also include studies at a TAFE College or a group training provider
   - usually involve a two year program
   - may include work placement, undertaken during the school week

2. Kilbreda offers a range of VET inclusive programs which are a combination of VCE/VCAL studies and TAFE modules
   - VET studies have either scored assessment with the same ATAR contribution as any other VCE study, or a 10% increment
   - These programs, over two years, enable a student to complete both the VCE and a VET Certificate. It is important to realize that **all VET studies offered at Kilbreda College must be taken over two years** for the student to be awarded the Certificate and the ATAR contribution. If VET studies are terminated by the student, or by the school if she fails to complete the work required, before the completion of the two year course then neither Certificate nor ATAR contribution will be provided.

3. Inclusion of VET studies into a student’s pathway is subject to
   - Timetable constraints
   - Selection into the study and class numbers
   - Approval by parents/carers and the Principal.

POSSIBLE COSTS
Some of the studies involve additional costs for families. These costs come about because of the Government decision to partially fund TAFE places for students attending Independent Schools. Families are required to pay their full school fee regardless of VET costs. However, no students should feel they are unable to take an external study because of financial difficulties.

WHICH STUDENTS SHOULD CHOOSE VET STUDIES?
VET studies are available to all students. Involvement in these courses as part of VCE/VCAL depends on students' interests and the pathways they plan for training post-secondary education.

STUDENT BENEFITS
- Clearer career and study pathways after the VCE/VCAL
- A range of job skills
- Greater confidence in tackling the labour market.
ARRANGEMENTS FOR DELIVERY OF VET STUDIES AT KILBREDA COLLEGE

VET courses are delivered by many organisations: secondary schools, Registered Training Organisations, Group Training companies and TAFE Colleges. Many deliver part or all of the VET courses. Several VET studies will be offered on campus in 2016.

At Kilbreda College, we endeavour to organise the best possible arrangements for the delivery of the courses to maximise the efficient use of the students’ time.

If the arrangement for their course is with a TAFE college, students are responsible for getting themselves to and from the TAFE College on scheduled days or afternoons, depending on the course hours, or modules being undertaken. Similarly, students who have part of their course delivered in an industry (e.g. Business Administration) are responsible for transport to the place of instruction.

Students are expected to follow up with their teachers on schoolwork that they may have missed on their TAFE days.

Some of the courses require Work Placement e.g. Business, Hospitality and Sport & Recreation. These placements can be organised with the Pathways/VET Coordinator in conjunction with Youth Connect.

The following VET studies will be available to Kilbreda students in 2016. The range of programs offered reflects Kilbreda’s commitment to increasing student learning opportunities and pathways.

| Certificate II & III | Business – at Kilbreda |
| Certificate II & III | Community Services (Community Work/Childcare) – II at Kilbreda, III external provider |
| Certificate II & III | Equine Industry – external provider |
| Certificate II & III | Sport and Recreation – At Kilbreda |
| Certificate II & III | Hospitality – II at Kilbreda, III external provider |
| Certificate II | Creative Industries (Media) - external provider |
| Certificate III | Media – external provider |
| Certificate II & III | Music – external provider |

VCE PROGRAM WHICH INCLUDES VOCATIONAL EDUCATION and TRAINING (VET) PROGRAMS

| YEAR | English/ Literature/ Language Unit 1 & 2 | Units 1&2 Study which complements the program | Units 1&2 | Units 1&2 | Units 1 & 2 VET Study | RE/ Unit 1 or 2 |
| YEAR | English/ Literature/ Language Unit 3 & 4 | Units 3&4 | Units 3&4 | Units 3&4 | Units 3 & 4 VET Study | Study |

| YEAR | English/ Literature/ Language Unit 1 & 2 | Units 1&2 Study which complements the program | Units 1&2 | Units 1&2 | Units 1 & 2 VET Study | RE/ Unit 1 or 2 |
| YEAR | English/ Literature/ Language Unit 3 & 4 | Units 3&4 | Units 3&4 | Units 3&4 | Units 3 & 4 VET Study | Study |
PATHWAY 2 VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) UNDERSTANDING VCAL

This qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. VCAL supports students who wish to work in a more practical program while still achieving a certificate/s at the end of six years of secondary schooling.

From 2014, students will be awarded only one primary certificate in any single academic year. Students will no longer be awarded both a VCAL and a VCE certificate for completion of the same program of study. Students will need to nominate one certificate as their certificate of enrolment.

As a result, some current student programs that may enable students to be eligible for both a VCE and a VCAL certificate will no longer result in the award of both certificates. This took effect from 1 January 2014.

Credit transfer will continue to apply to students who have not completed the primary enrolled certificate. For example, students who have completed six months of an Intermediate VCAL certificate and who then transfer to the VCE will receive credit towards their VCE consistent with the credit transfer arrangements.


The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and Numeracy Skills
- Industry specific Skills
- Work related Skills
- Personal development Skills

A student’s VCAL learning program must include each strand.

Students can satisfy the requirements of these strands by completing certain VCE and vocational studies, through school initiated experiences such as community service or leadership workshops and through work placement and part time work. Students may choose not to undertake scored assessment in VCE studies.

Literacy and Numeracy Skills (LNS)
Skills are developed through the study of a range of VCE units and more specifically through Foundation English and Mathematics, VCE English Units 1 – 4 and Senior Literacy classes.

Industry Specific Skills (ISS)
Skills are developed through a range of VCE and VET studies chosen by each student to match her particular vocational interests. VCE studies such as Business Management and Food and Technology are recommended as most suitable choices to support a VCAL program. Opportunities exist for students to apply for Australian School Based Apprenticeships (ASBA) which enables a student to complete Industry Specific Skills in a paid work environment and complete assessment on the job.

Work Related Skills (WRS)
The purpose of these VCAL units is to develop employability skills, knowledge and attitudes as a preparation for employment.

Personal Development Skills (PDS)
Personal Development is designed to enable the student to develop skills, knowledge and attitudes that lead to social responsibility, building community and civic responsibility through volunteer work. The curriculum is designed to develop self-confidence and improve self-esteem.

Students are awarded the certificate on successful completion of a minimum of 10 credits.
A credit is:
- One VCAL unit
- One VCE unit
- Approximately 90 hours of vocational learning

Having completed Intermediate VCAL in Year 11 a student may choose to:
- complete VCAL Senior in Year 12
- transfer to a VCE program in Year 12 by completing four scored assessment 3 – 4 sequences including English
Assessment
For VCAL units, students will receive a satisfactorily completed (S) or not yet completed (NYC) result for each unit. VCAL recognises that students learn at different rates and in different ways, therefore assessment methods should be flexible and reflect the learning style of each student.

Students will not receive an ATAR Score in this program at Year 12.

*If a VCAL student does not wish to sit for examinations knowing she will not gain an ATAR score, she may complete her VCE studies as unscored studies. An unscored VCE study is one in which the student does not receive a study score. The student completes all of the coursework required to gain satisfactory completion (an ‘S’) of the outcomes for each unit of the study but does not have her school assessed coursework scored.

A STANDARD VCAL PROGRAM

<table>
<thead>
<tr>
<th>Year 11 Intermediate</th>
<th>Eng 1&amp;2</th>
<th>VCAL WRS</th>
<th>VCAL PDS</th>
<th>VET Study</th>
<th>VET Study</th>
<th>VCE 1 - 2</th>
<th>VCE F and T 1 - 2</th>
<th>RE Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Senior</td>
<td>Eng / Literacy</td>
<td>VCAL WRS</td>
<td>VCAL PDS</td>
<td>VET Study</td>
<td>VET Study</td>
<td>VCE 3 -4</td>
<td>RE</td>
<td></td>
</tr>
</tbody>
</table>

1. VCAL students complete VCAL Intermediate in Year 11 and VCAL Senior in Year 12. Note that students are NOT able to move into Senior VCAL in Year 12 without first having completed Intermediate VCAL in Year 11. If she has not completed Intermediate VCAL it may still be possible to enrol in Senior if she has successfully completed two VET studies at Year 11.

2. A VCAL program may involve one and perhaps two days out of school. On these days the student completes a combination of TAFE training and work place learning. Students are encouraged to apply for an ASBA which means that workplace training is paid work and theory is completed and assessed on the job.

3. VCAL Personal Development includes the normal RE program for each level and the Retreat program for Year 12.

4. Inclusion of two vocational studies (VET) is usual at Kilbreda College. At least one of these should be an on-campus study.

5. This program is most suited to a student who plans on making a direct transition to work or to further learning at TAFE.

6. Enrolment in this program must have the approval of the student’s parents and the Principal.
RELIBIOUS EDUCATION

All students entering Year 11 and 12 must take Religious Education.

The YEAR 11 VCE course aims to help the student appreciate the importance of religion in her life. It explores what the religious perspective has to offer to an understanding of a wide range of current societal and life-centred issues. Particular reference is made to the Catholic tradition.

RELIGION AND SOCIETY UNIT 2: ETHICS AND MORALITY

AREAS OF STUDY
1. Ethical method in pluralist society: introduction to the ideas and principles of ethical decision-making in pluralist society.
2. Religion and morality in pluralist society: examination of some moral values upheld by Catholicism and one other religious tradition and analysis of ways these values are applied to selected ethical issues.
3. Contemporary ethical issues in pluralist society: an evaluation of two or more contemporary ethical issues.

OUTCOMES
Students should be able to:
1. Explain the ideas and principles associated with ethical decision-making in pluralist society.
2. Explain the ethical perspectives and moral viewpoints upheld by two or more religious traditions in pluralist society.
3. Analyse and evaluate two or more contemporary ethical debates.

ASSESSMENT
1. Analytical exercises
2. Essay
3. Oral presentation
4. Report in multi-media format
5. Written exercises

The YEAR 12 school based course aims to help the student to appreciate the importance of religion in her life. It includes a 3 day Retreat and other liturgy and prayer experiences. It explores what the religious perspective has to offer to an understanding of a wide range of current social and life-centred issues. Particular reference is made to the Catholic tradition.

Students doing school based RE spend one term on each of the following units and EACH unit contains two assessment tasks.
- Meaning and Values
- A Spirituality for Today
- Religious Education and the arts
ENGLISH

What must I include in my VCE program?

To earn your VCE, VCAA requires that you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below:
   - English Units 1 to 4
   - English as an Additional Language (EAL) Units 3 and 4
   - English Language Units 1 to 4
   - Literature Units 1 to 4

   At least one of these subjects must be taken at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

At Kilbreda College all students are advised and encouraged to undertake at least two units from the English group offered at the school in each of Years 11 and 12. Our Kilbreda English group includes:
   - English (Units 1 & 2; Units 3 & 4)
   - English Language (Units 1 & 2; Units 3 & 4)
   - Literature (Units 1 & 2; Units 3 & 4)

No more than two English Studies can be undertaken in Year 11 and Year 12.

Year 11:
   - You can take English and/or English Literature and/or English Language
   - No more than 2 English subjects can be taken at any one time.
   - Some specialist teachers would advise you to consider selecting English in addition to your specialist English subject in year 11 in order for you to make an informed choice in year 12. This is a decision for the student to make and is not mandated by the College

Year 12:
   - It is advised to select your 3 & 4 English studies out of the English group you studied in year 11.
   - Those who wish to drop English Language or English Literature and pick up English at year 12 can do so. Seeking advice regarding this change is advised from both a year 11 and 12 Teacher and/or the English Coordinator.
   - Those who wish to drop English and pick up English Literature or English Language at year 12 will need to seek advice from their year 11 English Teacher, and/or the year 11 and 12 Specialist Teachers in the area and/or the English Coordinator.

English Language and English Literature are specialist subjects and should not be viewed as easier options in replacement of English.

It is recommended that students should have achieved strong results for Year 10 English before considering either English Language or Literature instead of English.

Year 10 electives are offered for both English Literature and English Language and would be a wise choice for any student considering these choices in VCE.

All VCE English Study Designs and Implementation of New Study Designs Timetable can be accessed on the VCAA website:

ENGLISH - UNITS 1 & 2

Scope of study
VCE English 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.

Implementation of new study design for Units 1 and 2 of this study commences in January 2016.
Implementation of new study design for Units 3 and 4 of this study commences in January 2017.

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

OUTCOME 1
On completion of this unit the student should be able to produce analytical and creative responses to texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

AREA OF STUDY 2
Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

OUTCOME 2
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.
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. Students develop their skills in creating written, spoken and multimodal texts.

**AREA OF STUDY 1**
**Reading and comparing texts**
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. 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.

**OUTCOME 1**
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

**AREA OF STUDY 2**
**Analysing and presenting argument**
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

**OUTCOME 2**
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**ASSESSMENT**
The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
ENGLISH - UNITS 3 & 4

Students must satisfactorily complete a 3 unit sequence of any of Unit 3 and 4 English or Literature or English Language in order to gain their VCE and Units 3 and 4 English or Literature to be eligible for an ATAR score.

ABOUT THE STUDY
The focus of the study is on reading and responding to a range of texts. Students analyse how the authors of texts create meaning and the ways in which texts can be interpreted. They develop competence in writing by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

AREA OF STUDY FOR UNITS 3 & 4
1. Reading and responding
2. Creating and presenting
3. Using language to persuade

OUTCOMES

UNIT 3
1. Analyse how a text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

UNIT 4
1. Develop and justify a detailed interpretation of a selected text.

2. Draw on ideas and/or arguments suggested by a chosen Context to create writing for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.

2. Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.

3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and construct a sustained and reasoned point of view on the selected issue.

ASSESSMENT

<table>
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<tr>
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<th>Exam duration</th>
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<tbody>
<tr>
<td>1</td>
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<td></td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4 Coursework</td>
<td>School-assessed</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Written examination</td>
<td>November</td>
<td>3hrs</td>
<td>50</td>
</tr>
</tbody>
</table>
LITERATURE - UNITS 1 & 2

Implementation of new study design for Units 1 and 2 of this study commences in January 2016.
Implementation of new study design for Units 3 and 4 of this study commences in January 2017.

ABOUT THE 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. The texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

UNIT 1 APPROACHES TO LITERATURE
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

AREA OF STUDY 1 READING PRACTICES
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

OUTCOME 1
On completion of this area of study 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
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

OUTCOME 2
On completion of this area of study 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. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.
AREA OF STUDY 1 THE TEXT, THE READER AND THEIR CONTEXTS
In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how readers’ interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

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

AREA OF STUDY 2 EXPLORING CONNECTIONS BETWEEN TEXTS
In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

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

ASSESSMENT TASKS
A range of selected assessment tasks will be undertaken to deliver the Outcomes, including an examination at the end of the year.

EXTENSION TASKS
Students may be involved in the following activities: excursions, guest speakers, visiting performing groups, inter-school debating, writing competitions, public speaking competitions, the Australian English Schools Competition.
LITERATURE - UNITS 3 & 4

Students must satisfactorily complete Unit 3 or 4 English or Literature in order to gain their VCE and Units 3 and 4 English or Literature to be eligible for an ATAR score.

ABOUT THE STUDY
The focus of this study is on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of texts affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works. Students develop interpretations of texts and learn to synthesise the insights gained into a cogent, substantiated response.

AREAS OF STUDY
1. Adaptation and transformations
2. Views, values and contexts
3. Considering alternative viewpoints

OUTCOMES FOR UNIT 3
1. Analysis of how the form of a text influences meaning.
2. Analysis of the views and values of a text.
3. Evaluation of one or more points of view about a text.

OUTCOMES FOR UNIT 4
1. Imaginative composition based on a text.
2. Textual analysis presented in written form.

ASSESSMENT

<table>
<thead>
<tr>
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<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4 Coursework</td>
<td>School-assessed</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Written examination</td>
<td>November</td>
<td>2hrs</td>
<td>50</td>
</tr>
</tbody>
</table>

EXTENSION ACTIVITIES
Students may be involved in activities such as the following excursions, guest speakers, visiting performance groups, inter-school debating, writing competitions, public speaking competitions, the Australian English Schools Competition.
ENGLISH LANGUAGE - UNITS 1 & 2

ABOUT THE STUDY
VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit.

English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective deconstruction of language in use.

A more detailed description of this subject can be found on the VCAA website.

AREAS OF STUDY FOR UNIT 1
1. The nature and functions of language
2. Language acquisition

OUTCOMES FOR UNIT 1
1. Identify and describe primary aspects of the nature and functions of human language.
2. Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

AREAS OF STUDY FOR UNIT 2
1. English across time
2. Englishes in contact

OUTCOMES FOR UNIT 2
1. Describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

ASSESSMENT
Assessment is school based and could include a folio, an investigative report, a test, an essay, a case study, short answer questions or a written or oral analysis of data.
ENGLISH LANGUAGE – UNITS 3 & 4

In 2015 the school offered VCE English Language Unit 1 & 2. The offering was successful and as a result we will now be offering these students the chance to take the subject to Unit 3/4 level in 2016. If a student wishes, she may choose both English and English Language.

ABOUT THE STUDY
VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. It enables students to understand the structures, features and discourses of written and spoken texts. In Unit 3 students investigate English language in the Australian social setting. They consider language as a means of societal interaction, understanding that through language we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language and describe the interrelationship between words, sentences and text as a means of exploring how messages and meaning are conveyed. In Unit 4, students examine the role of language in shaping one’s identity. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves.

AREAS OF STUDY FOR UNITS 3 & 4

Unit 3
1. Informal Language
2. Formal Language

Unit 4
1. Language Variation in Australian Society
2. Individual and group identities

OUTCOMES

Unit 3
1. Identify and analyse distinctive features of informal language in written and spoken texts
2. Identify and analyse distinctive features of formal language in written and spoken texts

Unit 4
1. Investigate and analyse varieties of Australian English and attitudes towards them
2. Analyse how people’s choice of language reflects and constructs their identities

ASSESSMENT

Percentage contributions to the study score in VCE English Language are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 percent
- End-of-year examination: 50 per cent.
PERFORMING ARTS

THEATRE STUDIES - UNITS 3 & 4 (YEAR 11 STUDENTS)

It is desirable but not compulsory to have completed VCE Drama Units 1 & 2 prior to this course.

Unit 3 – Production Development

This unit focuses on the interpretation and production of a play/s or extracts from a play/s. It involves all aspects of production processes. Specialised areas in stagecraft are developed. Acting skills focus on specific styles used in the interpretation of the play and enable students to demonstrate knowledge of particular performance styles and theatrical conventions. Analysis of a play from the VCAA prescribed play list is enhanced through the evaluation of the production and a written piece of work.

<table>
<thead>
<tr>
<th>AREA OF STUDY 1</th>
<th>PRODUCTION PROCESS</th>
<th>OUTCOME 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The development of skills which contribute to the interpretation of a play script.</td>
<td>Application of stagecraft to interpret a play script for performance to an audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA OF STUDY 2</th>
<th>STAGECRAFT INFLUENCE</th>
<th>OUTCOME 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Analysis of the use of stagecraft for production, incorporating the specifications appropriate for each stage of the production process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA OF STUDY 3</th>
<th>PRODUCTION ANALYSIS</th>
<th>OUTCOME 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysis and evaluation of an interpretation of a play script in a production prescribed by VCAA.</td>
<td>Written analysis and evaluation of a selected performance from the prescribed playlist.</td>
</tr>
</tbody>
</table>

Unit 4 – Performance Interpretation

The unit focuses on the study of a scene and associated monologue from the Theatre Studies Performance Examination list published annually by VCAA. Students develop theatrical briefs which include character creation, research and stagecraft. Students must attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist and evaluate acting in the production.

<table>
<thead>
<tr>
<th>AREA OF STUDY 1</th>
<th>OUTCOME 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monologue interpretation</td>
<td>Perform an interpretation of a monologue from a play script.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA OF STUDY 2</th>
<th>OUTCOME 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene Interpretation</td>
<td>Develop a theoretical brief that presents an interpretation of a scene.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREAS OF STUDY 3</th>
<th>OUTCOME 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance analysis</td>
<td>Analyse and evaluate acting in a production from the prescribed playlist.</td>
</tr>
</tbody>
</table>

‘Note that Theatre visits are compulsory.’

ASSESSMENT (school based) may include:

- Folio of material on two areas of stagecraft
- A test OR a written analysis
- Research presentations
- Performance

**ASSESSMENT**

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<tr>
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<td></td>
<td>40</td>
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<tr>
<td>2</td>
<td>Monologue Performance Examination</td>
<td>October</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Written examination</td>
<td>November</td>
<td>35</td>
<td></td>
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<td></td>
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<td>1½ hrs</td>
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</tbody>
</table>
DRAMA - UNITS 3 & 4 (YEAR 12 STUDENTS)

Unit 3 – Ensemble Performance

ABOUT THE STUDY
This unit focuses on non-naturalistic drama from a diverse range of traditions. The study of Drama centres on the development of expressive skills and the performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works. Processes involved in the development and realisation are evaluated. A non-naturalistic work selected from the prescribed play list is also be analysed.

AREA OF STUDY 1
Creating and presenting an ensemble performance

OUTCOME 1
Develop and present characters within a non-naturalistic ensemble performance.

AREA OF STUDY 2
Responding to ensemble performance.

OUTCOME 2
Analyse and evaluate the development and realisation of the ensemble performance in written form.

AREA OF STUDY 3
Analysing non-naturalistic performance.

OUTCOME 3
Analyse and evaluate a non-naturalistic performance selected from the prescribed play list in written form.

Note that Theatre visits are compulsory

NB In the event that there are low student numbers in Theatre Studies, only Drama will be offered.

Unit 4 – Solo Performance

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The requirements of this work are set out and prescribed by VCAA and published annually. The processes involved in the development of solo work are also analysed and evaluated.

AREA OF STUDY 1
Processes used to create solo performances.

OUTCOME 1
Create and present a short solo performance based on stimulus material and evaluate the processes used.

AREA OF STUDY 2
Creating a solo performance.

OUTCOME 2
Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

AREA OF STUDY 3
Analysing solo performance

OUTCOME 3
Describe, analyse and evaluate the creation, development and presentation of a solo performance.

ASSESSMENT may include:
- Creating a group ensemble to be performed for an audience.
- Written evaluation of the above process.
- Written analysis of a professional theatrical performance.
- Creation of short solo and written evaluation of process.
- Create a solo performance (7 minutes)
- Analysis of creation, development and presentation – written

ASSESSMENT

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<td>Solo Performance Examination</td>
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<td>3</td>
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<td>November</td>
<td>25</td>
</tr>
</tbody>
</table>

1½ hrs
VCE DANCE UNIT 1 & 2

Unit 1
Students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

AREA OF STUDY 1
Dance perspectives
Outcome 1
Report/s in one of the following formats:
- written
- oral
- multimedia.

AREA OF STUDY 2
Choreography and performance
Outcome 2
- a solo or a group dance work choreographed and performed by the student/s that communicates an expressive intention and
- complete structured solo and/or group improvisations.

AREA OF STUDY 3
Dance technique and performance
Outcome 3
A performance of a learnt solo or group dance work.

AREA OF STUDY 4
The body: physiology and maintenance
Outcome 4
Report/s in one of the following formats:
- written
- oral
- multimedia.

Unit 2
Focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) 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 pre-1930 dance tradition/s, style/s and/or works. Dance tradition/s, style/s and/or work/s selected for study might encompass dance tradition/s of indigenous cultures through to the works of ballet choreographers such as Leonide Massine and Michel Fokine, modern dance created by Ruth St Denis and Ted Shawn, early musical theatre/film choreography of Busby Berkeley and/or the work of tap/jazz performer Bill Robinson (Bojangles).

Students describe the movement vocabulary in their own and others’ dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers’ intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.
AREA OF STUDY 1
Dance perspectives
Outcome 1:
Report/s in one of the following formats:
- written;
- oral;
- multimedia.

AREA OF STUDY 2
Choreography, performance and dance-making analysis
Outcome 2
- a solo or group dance work that communicates an expressive intention and is choreographed and performed by the student, and
- a report on the dance-making and performance processes used to create the solo or group dance work, and
- complete structured solo and/or group improvisations.

AREA OF STUDY 3
Dance technique, performance and dance analysis
Outcome 3
- a performance of a learnt solo or group dance work, and
- a report on the processes used to learn, rehearse and perform the dance work.

At least one of the assessment tasks for this unit must be completed in a written format.
VCE DANCE UNIT 3 & 4

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. This analysis connects each student’s own work as a choreographer to the work of professional choreographers.

Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of twentieth and/or twenty-first century solo dance works selected from the prescribed list of works Units 3 and 4 are developed through the use of choreographic devices and arrangement of phrases and sections. Students analyse the dance design and use of movement vocabulary of selected works, as well as consider influences on the choreographers’ choice of expressive intention, and production aspects of the dance works.

AREA OF STUDY 1
Dance perspectives
Outcome 1
Analysis of two works selected from the prescribed list of dance works for Unit 3 in any one of the following formats:
- written report
- response to structured questions
- multimedia report.

AREA OF STUDY 2
Choreography, performance and dance-making analysis
Outcome 2
Analysis of the processes and practices used in the choreography, rehearsal and performance of a solo dance work choreographed a solo or a group dance work choreographed by the student in one of the following formats:
- written report
- response to structured questions
- multimedia report.

AREA OF STUDY 3
Dance technique, performance and analysis
Outcome 3
A performance of a learnt group dance work created by another choreographer

Unit 4
This unit focuses on 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.

Students’ understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers’ intention can be expressed through the manipulation of different types of group structures. These include unison, canon, contrast, symmetrical and asymmetrical groupings and formations. Students also analyse the use of the elements of spatial organisation – direction, level, eye/body focus and dimension – in a group dance work by a twentieth and/or twenty-first century choreographer. Influences on choices made by choreographers in these works are also studied.
AREA OF STUDY 1
Dance perspectives
Outcome 1:
Analysis of two works selected from the prescribed list of dance works for Unit 4 in any one of the following formats:
• written report
• response to structured questions
• multimedia report

AREA OF STUDY 2
Choreography, performance and dance-making analysis
Outcome 2
Analysis of the processes used in the choreography, rehearsal and performance of the solo dance work choreographed by the student presented in one of the following formats:
• a written report
• responses to structured questions
• a multimedia report.
MUSIC PERFORMANCE

VCE MUSIC PERFORMANCE – UNITS 1 & 2

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

In the performance of music, students develop their skills on a main instrument or voice. They research and apply in performance relevant knowledge of performing, the rich heritage of music, theory of music and sociocultural influences on the music studied. Students experiment with interpretation and strike an appropriate balance, considering historical performance conventions, contemporary performance conventions and personal interpretation as they perform a wide range of styles and characters in music.

Music Performance Units 1 and 2 allow students to elect to focus more on either group performance or solo performance or to develop skills in both contexts in an evenly weighted course of study. Unit 1 focuses on achieving flexibility in music performance and includes outcomes relating to music language and music craft. Through these outcomes students develop knowledge of the structure of music language and skills in aural perception and notation. Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance. Students continue to develop knowledge of music language and skills in aural perception. They also undertake activities involving composing, arranging or improvising.

UNIT 1 OUTCOMES
1. On completion of this unit the student should be able to perform a program/s of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.
2. On completion of this unit the student should be able to analyse and evaluate selected influences on works being prepared for performance and approaches that can be used to optimise performance of those works.
3. On completion of this unit the student should be able to describe how instruments are used in combination using selected elements of music, and recognise, sing and write scales, intervals, chords and rhythms, using conventions in music notation.

UNIT 2 OUTCOMES
1. On completion of this unit the student should be able to demonstrate developing performance and presentation skills in performing a program of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance.
2. On completion of this unit the student should be able to discuss the contextual issues and describe the characteristics and styles represented in the works, the structure of the works, and expressive features relevant to performance of works selected for performance or other works in a similar style.
3. On completion of this unit the student should be able to recognise, sing and write scales, intervals and chords; transcribe rhythms and melodies; use conventions in music notation; and describe how instruments are used in combination.
4. On completion of this unit the student should be able to devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.
VCE MUSIC PERFORMANCE – UNITS 3 & 4

Students who elect Music Group performance Units 3 and 4 choose any instrument/s to practise and perform in a group context a range of styles demonstrating both authentic and individual interpretation. Students are assessed individually on their contribution to the group’s performance. Units 3 and 4 Music Group performance focuses on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles.

ASSESSMENT

Assessment tasks for Unit 3
1. Analyse a variety of elements affecting their ensemble performances and selectively implement strategies to develop and present effective performances.
2. Recognise and describe the structure and sound of selected characteristics of music.

Assessment tasks for Unit 4
1. Use part-writing techniques to create an arrangement or prepare and present an improvisation, and analyse the techniques and ideas used in creating the arrangement or improvisation.
2. Describe and evaluate the structure and sound of selected characteristics of music.

INSTRUMENTAL MUSIC

A student may enrol at any level, whether she is a beginning or advanced student, and may continue through to VCE performance studies.

VCE Music Performance students can access individual instrumental tuition or individual or group music theory instruction. Fees for these lessons are charged per term at current industry – approved rates.

ABOUT THE STUDY

Area of Study
- Individual 30 minute lesson with a specialist tutor on brass, woodwind, drums, voice, piano, guitar
- Performance skills - technique and repertoire
- Care and maintenance of musical instrument
- Understanding and interpretation of style and historical period
- Music theory
- Aural awareness and discrimination
- Improvisation
- Sight reading
- Rehearsal techniques - tunings, transposition, conducting
- Performance duet, trio, quartet, large ensemble, concert band

ASSESSMENT
- Regular attendance at lessons and scheduled rehearsals
- Participation in community and school musical performances
- Individual assessment and written semester report
- Australian Music Exam Board graded examinations (Optional)
CREATIVE ARTS

ART - UNITS 1 & 2

ABOUT THE STUDY
This study is designed to enable students to
- acquire a broad knowledge of art, and develop personal ideas in art making and a creative visual language
- develop a critical awareness of the ways in which artists and art works relate to the values, beliefs and traditions of societies
- develop critical skills to interpret art and to discuss and debate the ideas and issues which are raised.

Unit 1: Art and Meaning

AREAS OF STUDY
1. Art and meaning
2. Art making and personal meaning

OUTCOMES
1. Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
2. Present visual, creative responses that demonstrate personal interests and ideas through trialling techniques, materials and processes.

ASSESSMENT
Assessment tasks for Outcome 1
A variety of written reports, oral reports and short-answer responses supported by visual references.

Assessment tasks for Outcome 2
Visual solutions to a selection of set problems demonstrating an exploration of techniques, materials, skills, working methods, ideas and inter-media and cross media investigations.

Unit 2: Art and Culture

AREAS OF STUDY
1. Art and culture
2. Art making and cultural expression

OUTCOMES
1. Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
2. Demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

ASSESSMENT
Assessment Tasks for Outcome 1
Complete an extended written response and short answer responses supported by visual references.

Assessment Tasks for Outcome 2
A folio of visual responses including at least one finished artwork.
ART - UNITS 3 & 4

Unit 3: Individual Style in Art

AREAS OF STUDY
1. Interpreting Art. This area of study focuses on using Analytical Frameworks to interpret meanings and messages of artworks.
2. Investigation and interpretation through art making. This area of study includes effective visual language development and inter media and cross-media exploration.

OUTCOMES
1. Use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast their meanings and messages.
2. Exploration of personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Unit 4: Individual Style in Art

AREAS OF STUDY
1. Discussing and Debating Art. Discuss and debate art issues such as the varying role of art in society. Research, analyse and interpret artworks related to the discussion.
2. Realisation and resolution. A progressive resolution of an innovative body of work which continues to explore ideas and techniques begun in Unit 3 and continue to use Analytical Frameworks to reflect on qualities and aspects appropriate to their work.

OUTCOMES
1. Identify ideas, issues and arguments expressed in commentaries on art works and apply Analytical Frameworks in the analysis of selected art works so as to develop personal points of view about the meaning of art works.
2. Progressively communicate ideas, directions and personal concepts in a body of work.

ASSESSMENT
- A body of work presenting broad and innovative explorations encompassing inter media and/or cross-media explorations.
- Analysis of art works and approaches of artists in the selected periods of art or from exhibitions visited.

ASSESSMENT

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STUDIO ARTS - UNIT 1

ABOUT THE STUDY
The focus of Unit 1 is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The media used are drawing, printmaking and photography.

Unit 1: Artistic inspiration and techniques

AREAS OF STUDY
1. Developing art ideas
2. Materials and techniques
3. Interpretation of art ideas and use of materials and techniques

OUTCOMES
1. Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.
2. Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
3. Discuss how artists from different times and cultures interpret sources of inspiration and use materials and techniques.

ASSESSMENT

Assessment tasks for Outcomes 1 and 2

The three mediums chosen for Unit 1 are: Drawing (mixed media), Printmaking and Photography. A selection of exploratory work in a visual diary (design process) showing sources of ideas and inspiration translated into visual form through the use of a variety of material and techniques. Production of some final artworks is considered throughout the unit.

Assessment tasks for Outcome 3

Written and/or oral presentations discussing ways in which artists interpret sources of inspiration and use materials and techniques. This includes an extended response and short answer responses. The presentations should include visual material. Excursions to galleries provide stimulus for some of this work.
STUDIO ARTS - UNIT 2

ABOUT THE STUDY
Unit 2 aims to establish effective design methodology to produce final artworks choosing from one of the three mediums explored in Unit 1. The design process includes research of subject matter, experimentation with materials and techniques, and the development of aesthetic qualities.

Unit 2: Design exploration and concepts

AREAS OF STUDY
1. Design exploration
2. Ideas and styles in artworks

OUTCOMES
1. The student should be able to develop artworks through an individual design process of visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.
2. The student should be able to analyse and discuss the ways in which artists from the different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

ASSESSMENT

Assessment tasks for Outcome 1
A folio of design explorations and the production of a number of related art works in a chosen medium from the three explored in Outcome1.

Assessment tasks for Outcome 2
Written and/or oral presentations discussing the ways a variety of artworks include aesthetic qualities and images to communicate ideas and develop style. This includes an extended response and short answer responses. The presentations should include visual reference material. Excursions to galleries and photography shoots provide stimulus for some of this work.

EXCURSIONS

VCE TOP Arts – Ian Potter Centre at Federation Square
Retrospective exhibitions throughout the year.
STUDIO ARTS - UNIT 3

ABOUT THE STUDY
The focus of Unit 3 is the implementation of the design process leading to the production of a range of potential directions. Students use an exploration proposal to define a theme and apply a design process to explore and develop ideas. The media to be used are drawing, printmaking or/and photography.

Unit 3: Studio Production and Professional Practices

AREAS OF STUDY
1. Exploration proposal
2. Design process
3. Professional art practices and styles

OUTCOMES
1. Prepare an exploration proposal that formulates the content and parameters of an individual design process and plan how this will be undertaken.
2. Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
3. Prepare written assignments and discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

ASSESSMENT

School-assessed Task 1 for Outcomes 1 & 2
An exploration proposal and a developmental folio that presents a design process which explores and develops the aims and ideas set out in the exploration proposal and results in a range of potential directions that will form the basis of artworks in Unit 4.

School-assessed Task 1 for Outcome 3
Written presentations researching and analysing the developing styles in particular artworks of at least two artists. This is preparation for the examination.

Excursions
Two Artists – Retrospective exhibitions (eg. 2013 – Monet and John Brack) – throughout the Semester. Students should also visit exhibitions in their own time to develop their understanding of art and the art industry.
STUDIO ARTS - UNIT 4

ABOUT THE STUDY
In Unit 4 students produce a folio of finished artworks from the ‘Potential Directions’ the student concluded with in Unit 3 and gain an understanding of the art industry. The media to be used are drawing, printmaking or/and photography.

Unit 4: Studio Production And Industry Contexts

AREAS OF STUDY
1. Folio of artworks
2. Focus, reflection and evaluation
3. Art industry contexts

OUTCOMES
1. Present a cohesive folio of finished artworks based on selected potential directions through the design process, that skillfully apply materials and techniques, that realizes and communicates the student’s ideas.
2. Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.
3. Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

ASSESSMENT

School-assessed Task 2 for Outcomes 1 & 2
A cohesive folio, reflection and evaluation of finished artworks from the potential directions in Unit 3.

School-assessed Task 2 for Outcome 3
A collection of annotated research materials, responses to structured questions, an essay and oral presentations are conducted in preparation for the examination.

Excursions
Visitation to different types of Galleries (e.g. public, private and other art spaces) NGV, MGA, Heide: Museum of Modern Art and Flinders Lane Galleries.

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COMPUTING

COMPUTING UNITS 1 & 2 (previously known as Information Technology)

Please note that this elective will only go ahead if a sufficient number of students apply to undertake it. Unit 3/4 Computing will not be available in 2016.

ABOUT THE STUDY
The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technology.

UNIT 1: Computing

AREAS OF STUDY
1. Data and graphic solutions
2. Networks
3. Collaboration and Communication

OUTCOMES
1. Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
2. Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
3. Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

UNIT 2: Computing

AREAS OF STUDY
1. A programming or scripting language that can support object-oriented programming
2. One data manipulation tool and one visualisation tool, for example a programming language, database software, spreadsheet software or data visualisation software
3. Database management software

OUTCOMES
1. Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules
2. Use appropriate software tools to create a data visualisation
3. Create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

ASSESSMENT
All assessments at Units 1 and 2 are school-based. For each VCE Computing unit students are required to demonstrate three outcomes.
Suitable tasks for assessment in these units may include the following:
- using digital systems and techniques to create a solution in response to a need
- visual presentations
- oral presentations
- written reports

INFORMATION TECHNOLOGY APPLICATIONS – UNITS 3 & 4

This elective will be available in 2017.

ABOUT THE STUDY
Information Technology Applications (ITA) focuses on how individuals, organisations and society use information and communication technology to solve problems, and how information systems are used to process and manage information. The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organizations. The focus of Area of Study 2 is the use of a relational database management system. The study involves the identification and analysis of information needs or problems and the design, development, implementation and evaluation of information technology solutions.

SELECTED SOFTWARE - Programming/Database/Web Design/Image Editing

Unit 3: IT Applications

AREAS OF STUDY
1. Online communities
2. Organisations and data management

OUTCOMES
On completion of this unit students should be able to:
1. apply stages of the problem-solving problem solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.
2. design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

Unit 4: IT Applications

AREAS OF STUDY
1. Organisations and information needs
2. Information management

OUTCOMES
On completion of this unit students should be able to:
1. Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.
2. evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

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TECHNOLOGY

VISUAL COMMUNICATION AND DESIGN - UNITS 1 & 2

ABOUT THE STUDY
This area of study introduces the skill set that underpins the design process stages of generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion.

Unit 1: Introduction to Visual Communication Design

AREAS OF STUDY
1. Drawing as a means of communication
2. Design elements and design principles
3. Visual Communication Design in context

OUTCOMES
1. Create drawings for different purposes using a range of drawing methods, media and materials
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

ASSESSMENT
- Folio of observational, visualization and presentation created using manual and/or digital methods along with final presentations
- Written report and/or annotated visual report of a case study
- Oral report of a case study supported by written notes and/or visual materials

Unit 2: Applications of Visual Communication Design

AREAS OF STUDY
1. Technical drawing in context
2. Type and imagery
3. Applying the design process

OUTCOMES
1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to the given brief.

ASSESSMENT
- Folio of typography and image ideas and concepts created using manual and/or digital methods
- Folio of technical drawings created using manual and digital methods
- Written and/or oral descriptions and analysis of historical and contemporary design examples
- A folio that demonstrates the design process created using manual and/or digital methods
- Final presentations of visual communications.
VISUAL COMMUNICATION AND DESIGN - UNITS 3 & 4

ABOUT THE STUDY
On completion of Unit 3 the student should be able to create visual communications for specific contexts, create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. On completion of Unit 4 the student should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

Unit 3: Design thinking and practice

AREAS OF STUDY
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

OUTCOMES
1. Create visual communications associated with the communication, environmental and industrial design fields.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

ASSESSMENT
- In response to given stimulus material, create three visual communications designed for different contexts, purposes and audiences. These visual communications will include evidence of two or three dimensional presentation drawings and the use of digital methods.
- An explanation of the connections between each of these visual communications and existing visual communications using either annotated visual communications or a written or oral report supported by visual evidence.
- Any one of a written response, structured questions or an annotated visual report.

Unit 4: Design development and presentation

AREAS OF STUDY
The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.
1. Development distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief
2. Final presentations
3. Evaluation and explanation

OUTCOMES
1. Prepare one brief that describes a client’s communication need specifies resolutions and proposes final presentations suitable for a stated audience(s).
2. Produce final visual communication presentations that satisfy the requirements of that brief.
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

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PRODUCT DESIGN AND TECHNOLOGY
TEXTILES UNITS 1 & 2

ABOUT THE STUDY
These units focus on
- developing an understanding of materials, their properties, appropriate uses and ways they can be worked in product design and development.
- The origins, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

Unit 1: Product re-design and sustainability

AREAS OF STUDY
1. Redesigning an existing product
2. Producing and evaluating a redesigned product

OUTCOMES
1. Describe the methods used by a designer to design a product and apply similar processes to redesigning an existing product.
2. Use and evaluate materials, tools, equipment and processes to make the redesigned product and compare finished product to original design.

ASSESSMENT
Achievement of Outcomes 1 & 2 is based on a selection of the following assessment tasks.
- Design folios
- Production plans
- Production tasks
- Annotated visual displays
- Tests
- Oral reports
- Practical demonstrations
- Short written reports (material testing activities, industry visits, product evaluation reports)

Unit 2: Collaborative design

AREAS OF STUDY
1. Designing as a team
2. Producing and evaluating a collaboratively designed product.

OUTCOMES
1. Identify a need and develop design options and production planning.
2. Justify, manage and use appropriate production processes to make a product and evaluate the suitability of a product against the design brief.

ASSESSMENT
Tasks are chosen from the following:
- Design folios
- Production tasks
- Website presentations
- Tests (short answers, open book)
- Oral reports
- Product plans
- Annotated visual displays
- Data show presentations
- Practical demonstrations
- Short written reports (materials testing activities, industry visits, product evaluation report)
PRODUCT DESIGN AND TECHNOLOGY
TEXTILES UNITS 3 & 4

Unit 3: Applying the product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings.

AREAS OF STUDY
1. The designer, client and end-user in product development
2. Influences on the design, development and manufacture of products
3. Designing for others

OUTCOMES
On completion of this unit the student should be able to
1. Explain and demonstrate the role of the designer.
2. Analyse the factors that influence design development and manufacture.
3. Present a folio that documents the procedure used while working as a designer to meet the needs of a client.
Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge 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.

AREAS OF STUDY
1. Product analysis and comparison
2. Product manufacture
3. Product development and evaluation

OUTCOMES
On completion of this unit the student should be able to
1. Analyse similar product types through a comparison of features, function, visual appeal and economic costs
2. Apply a range of production skills and processes to implement the production plan and make the product design
3. Evaluate the outcomes of the design and production activities and explain the product design features

ASSESSMENT
School Assessed Coursework 20%
School Assessed Tasks 50%
End of Year Exam 30%
MEDIA - UNITS 1 & 2

This is the second year that this course has been offered at Kilbreda College and so will now be offered as a Unit 1 & 2 subject in 2014 for new students and as a Unit 3 & 4 subject for students who wish to continue with the subject.

ABOUT THE STUDY

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The study of media includes:
- media forms including:
  - audio-visual media (film, television, radio, video, photography)
  - print-based media (newspapers, magazines and related publications)
  - digital media technologies (the Internet, computer games and interactive multimedia);
- media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber-culture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies;
- the media and its interrelationship with society and culture.

VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

Unit 1: Representation and technologies of representation

AREAS OF STUDY
1. Representation
2. Technologies of representation
3. New media

OUTCOMES
On completion of this unit the students should be able to:
1. describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
3. discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry

AREAS OF STUDY
1. Media production
2. Media industry production
3. Australian media organisations
OUTCOMES
On completion of this unit the students should be able to:
1. demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
2. discuss media industry issues and developments relating to the production stages of a media product and describe specialist roles within the media industry.
3. describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

ASSESSMENT
Assessment tasks for Units 1 & 2 will be drawn from radio or audio sequences; audio-visual or video sequences; photographs; print layouts; multimedia sequence(s) or presentations (including website and data show presentations); posters; tests; written responses; oral reports.
At least one of the assessment tasks in Units 1 & 2 must be in written form.
MEDIA - UNITS 3 & 4

ABOUT THE STUDY
The purpose of Unit 3 is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

In Unit 4 students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Unit 3: Narrative and media production design

AREAS OF STUDY
1. Narrative
2. Media production skills
3. Media production design

OUTCOMES
On completion of this unit the students should be able to:
1. analyse the nature and function of production and story elements in narrative media texts and discuss the impact of these elements on audience engagement.
2. use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
3. prepare and document a media production design plan in a selected media form for a specified audience.

Unit 4: Media process, influence and society’s values

AREAS OF STUDY
1. Media process
2. Media texts and society’s values
3. Media influence

OUTCOMES
On completion of this unit the students should be able to:
1. produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
2. discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
3. analyse and present arguments about the nature and extent of media influence.

ASSESSMENT
The student’s level of achievement in Units 3 & 4 will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. School-assessed coursework for Unit 3 & 4 will contribute 6 and 12 per cent respectively to the study score. The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 37 per cent to the study score, and an end-of-year examination which will contribute 45 per cent to the study score.
FOOD AND TECHNOLOGY - UNITS 1 & 2

ABOUT THE STUDY
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their understanding of the relationship between food and technology as they develop skills in food preparation.

Through the study of Food and Technology, students develop knowledge of the functional, sensory, physical and chemical properties of food and apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills for safe and hygienic work practices and food preparation techniques. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process they also develop independent and cooperative learning skills.

Unit 1: Food Safety and Properties of Food

AREAS OF STUDY
1. Keeping food safe
2. Food properties and preparation

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

Unit 2: Planning and Preparation of Food

AREAS OF STUDY
1. Tools, equipment, processing and preparation
2. Planning and preparing meals

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

ASSESSMENT FOR UNITS 1 & 2
Assessment tasks for Unit 1 & 2 are:
- records of production
- designing and developing a solution in response to a design brief, including production work
- tests (short and/or extended answer)
- practical tests
- short written reports (for example, report or comparative analysis on a food testing activity)
- oral reports supported by visual presentations
- production work.

Note:
At least one of either Year 10 Food and Technology or Food and Technology Units 1 & 2 is the minimum requirement needed to study Food and Technology Units 3 & 4.
FOOD AND TECHNOLOGY – UNITS 3 & 4

This elective will be available in 2017.

ABOUT THE STUDY
Food and Technology enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding. It challenges students to make links between food, food processing, nutrition, health and well-being. It provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Through the study of Food and technology, students develop knowledge of the functional, sensory, physical and chemical properties of food and apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills for safe and hygienic work practices and food preparation techniques.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They produce a range of foods to meet the requirements of the design brief, and evaluate the outcomes.

Unit 3: Food Preparation, Processing and Food Controls

AREAS OF STUDY
1. Maintaining food safety in Australia
2. Food preparation and processing
3. Developing a design plan

OUTCOMES
On completion of this unit the student should be able to
1. develop an understanding of the roles and responsibilities of, and the relationship between, national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
2. analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3. develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4: Food Product Development and Emerging Trends

AREAS OF STUDY
1. Implementing a design plan
2. Food product development

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

ASSESSMENT

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<tr>
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Note:
At least one of either Year 10 Food and Technology or Food and Technology Units 1 & 2 is the minimum requirement needed to study Food and Technology Units 3 & 4.
LANGUAGES

LANGUAGE: FRENCH - UNITS 1 & 2

ABOUT THE STUDY
French units are designed to enable students to:

- develop and refine receptive, productive and interactive use of French, through reading, listening comprehension, as well as written and oral tasks;
- increase their understanding of the systematic nature of French and of language in general;
- appreciate the views of others and the ways of life, literature and thought in communities where the language is widely used; and
- prepare for a broader range of experiences in their future use of the language in social and cultural activities including leisure, work and further study.

Opportunities may arise for students to develop cultural awareness through participation in excursions, film viewings, the Alliance Française competition and guest speakers.

AREAS OF STUDY FOR UNITS 1 & 2
1. Themes, Topics and Sub-topics. There are three prescribed themes – the individual, French-speaking communities and the changing world.
2. Text types
3. Kinds of writing
4. Vocabulary and grammar

Unit 1

OUTCOMES
1. Establish and maintain spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Students must demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: taking part in informal conversations and other oral presentations; writing personal letters, reviews or articles; listening to conversations or broadcasts to obtain specific information; reading letters, advertisements or others texts to obtain specific details.

Unit 2

OUTCOMES
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Read, listen to, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

ASSESSMENT
Students demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: formal written correspondence; role-plays; interviews; listening to or reading texts then re-organising information into different text types; journal entries; personal accounts; or short stories.
LANGUAGE: FRENCH - UNITS 3 & 4

ABOUT THE STUDY
French units are designed to provide opportunities for students to:
- develop and refine receptive, productive and interactive use of French, through reading, listening comprehension, written and oral tasks;
- increase their understanding of the systematic nature of French and of language in general;
- appreciate the views of others and the ways of life, literature and thought in communities where the language is widely used; and
- prepare for their future use of French in social and cultural activities including leisure, work and further study

Opportunities may arise for students to develop cultural awareness through participation in a French camp, film viewing, the Alliance Française competition and guest speakers.

AREAS OF STUDY FOR UNITS 3 & 4

1. Themes, Topics & Sub-topics. There are three prescribed themes – The individual, the French speaking world and the changing world.
2. Text types
3. Kinds of writing
4. Vocabulary and grammar

Over the course of Units 3 & 4 students undertake a detailed study of French language and culture. This detailed study is discussed in Section 2 of the Oral Examination.

Unit 3

OUTCOMES
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4

OUTCOMES
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the French speaking communities.

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<td>Written examination</td>
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LANGUAGE: ITALIAN - UNITS 1 & 2

ABOUT THE STUDY
Italian units are designed to enable students to
• develop and refine receptive, productive and interactive use of Italian, through reading, listening comprehension, written and oral tasks;
• increase their understanding of the systematic nature of Italian and of language in general;
• appreciate the views of others and the ways of life, literature and thought in communities where the language is widely used; and
• prepare for a broader range of experiences in their future use of the language in social and cultural activities including leisure, work and further study. Opportunities may arise for students to develop cultural awareness through participation in cultural activities.

AREAS OF STUDY FOR UNITS 1 & 2
1. Themes, Topics and Sub-topics. There are three prescribed themes – the individual, the Italian speaking world and the changing world.
2. Text types
3. Kinds of writing
4. Vocabulary and grammar

Unit 1

OUTCOMES
1. Establish and maintain spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Students must demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: taking part in informal conversations and other oral presentations; writing personal letters, reviews or articles; listening to conversations or broadcasts to obtain specific information; reading letters, advertisements or other texts to obtain specific details.

Unit 2

OUTCOMES
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Read, listen to, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

ASSESSMENT
Students demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: formal written correspondence; role-plays; interviews; listening to or reading texts then re-organising information into different text types; journal entries; personal accounts; or short stories.
LANGUAGE: ITALIAN - UNITS 3 & 4

ABOUT THE STUDY

Italian units are designed to provide opportunities for students to

- develop and refine receptive, productive and interactive use of Italian, through reading, listening comprehension, written and oral tasks;
- increase their understanding of the systematic nature of Italian and of language in general;
- appreciate the views of others and the ways of life, literature and thought in communities where the language is widely used; and
- prepare for their future use of Italian in social and cultural activities including leisure, work and further study

Opportunities may arise for students to develop cultural awareness through participation in cultural activities.

AREAS OF STUDY FOR UNITS 3 & 4

1. Themes, Topics & Sub-topics. There are three prescribed themes – The individual, the Italian speaking world and the changing world.
2. Text types
3. Kinds of writing
4. Vocabulary and grammar

Over the course of Units 3 & 4 students undertake a detailed study of Italian language and culture. This detailed study is discussed in Section 2 of the Oral Examination.

Unit 3

OUTCOMES

1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4

OUTCOMES

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

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LANGUAGE: JAPANESE – UNITS 1 & 2

ABOUT THE STUDY
This study is designed to enable students to
- use Japanese to communicate with others
- understand and appreciate the cultural contexts in which Japanese is used
- understand their own culture(s) through the study of other cultures
- understand language as a system and make connections between other languages
- apply Japanese to work, further study, training or leisure.

AREAS OF STUDY FOR UNITS 1 & 2
A range of topics are explored through studies of three prescribed themes:
- the individual (incorporating one’s personal world, past, future)
- Japanese-speaking communities (incorporating life, travel and meeting people in Japan)
- the changing world (incorporating the world of work and changes in daily life).

Through these themes students will be introduced to a range of text types including articles, letters, stories and interviews.

Students also examine the following kinds of writing: personal; informative; persuasive; evaluative; and imaginary. Students develop their understanding and application of Japanese grammar and vocabulary. Students are expected to be able to write a minimum 150 prescribed kanji, and to recognise a further 50 kanji.

Unit 1

OUTCOMES
On completion of this Unit students should be able to:
1. establish and maintain an exchange related to personal areas of experience;
2. listen to, read and obtain information from written and spoken texts; and
3. produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Students must demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: taking part in informal conversations and other oral presentations; writing personal letters, reviews or articles; listening to conversations or broadcasts to obtain specific information; reading letters, advertisements or other texts to obtain specific details.

Unit 2

OUTCOMES
On completion of this Unit students should be able to:
1. participate in an exchange relating to making arrangements and transactions;
2. listen to, read and use information and ideas from written and spoken texts;
3. give expression to real or imaginary experiences in written or spoken form.

ASSESSMENT
Students demonstrate achievement of the above outcomes through a variety of assessment tasks which may include the following: formal written correspondence; role-plays; interviews; listening to or reading texts then re-organising information into different text types; journal entries; personal accounts; or short stories.
LANGUAGE: JAPANESE – UNITS 3 & 4

ABOUT THE STUDY
This study is designed to enable students to
- use Japanese to communicate with others
- understand and appreciate the cultural contexts in which Japanese is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between Japanese and English, and/or other languages
- apply Japanese to work, further study, training or leisure.

AREAS OF STUDY FOR UNITS 3 & 4
A range of topics will be explored through studies of three prescribed themes:
- the individual (incorporating one’s personal world, past, future and daily life)
- Japanese-speaking communities (incorporating life and travel in Japan, and getting to know people in Japan)
- the changing world (incorporating the world of work, changes in daily life, homes and neighbourhoods).

Through these themes students are introduced to a range of text types, including articles, letters, stories and interviews. Students also examine the following kinds of writing: personal; informative; persuasive; evaluative; and imaginary. Students develop their understanding and application of Japanese grammar and vocabulary. Students are expected to be able to write a minimum 150 prescribed kanji, and to recognise a further 50 kanji.

Over the course of Units 3 & 4 students undertake a detailed study of Japanese language and culture. This detailed study is discussed in Section 2 of the Oral Examination.

Unit 3

OUTCOMES
On completion of this unit students should be able to:
1. express ideas through the production of original texts;
2. analyse and use information through spoken texts;
3. exchange information, ideas and experience.

Unit 4

OUTCOMES
On completion of this unit students should be able to:
1. analyse and use information from written texts;
2. respond critically to spoken and written texts.

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PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION - UNITS 1 & 2

ABOUT THE STUDY
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances and participation on physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

Unit 1: Bodies in Motion

AREAS OF STUDY
2. Biomechanical movement principles.
3. Technological advances from a biomechanical perspective OR injury prevention and rehabilitation

OUTCOMES
On completion of this unit the student should be able to:
1. collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
2. collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Unit 2: Sports Coaching and Physically Active Lifestyles

AREAS OF STUDY
1. Effective coaching practices
2. Physically active lifestyles
3. Decision making in sport OR promoting active living

OUTCOMES
On completion of this unit the student should be able to:
1. demonstrate their knowledge of, and evaluate, the skills and behaviour of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
2. collect and analyse data related to individual and population levels of participation on physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

ASSESSMENT FOR UNITS 1 & 2
To achieve satisfactory completion of a unit, students must demonstrate achievement of each of the three stated outcomes. This will be demonstrated by students achieving satisfactory results in two assessment tasks for each outcome as nominated by a teacher.
PHYSICAL EDUCATION - UNITS 3 & 4

ABOUT THE STUDY
Unit 3 Physical Education introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. In particular, students examine the contribution of energy systems to performance in physical activity and the health benefits to be gained through regular participation. Students also explore strategies which may be used to promote involvement in physical activity. In Unit 4 students learn how to accurately assess the particular energy and fitness needs of athletes involved in a range of activities. They also explore how fitness training methods can be applied to improve performance.

Unit 3: Physical Activity Participation and Physiological Performance

AREAS OF STUDY
1. Monitoring and promotion of physical activity.
2. Physiological responses to physical activity.

OUTCOMES
On completion of this unit the student should be able to:
1. analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. 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 fatigue mechanisms and recovery strategies.

Unit 4: Enhancing Performance

AREAS OF STUDY
1. Planning, implementing and evaluating a training program.
2. Performance enhancement and recovery practices.

OUTCOMES
On completion of this unit the student should be able to:
1. plan, implement and evaluate training programs to enhance specific fitness components
2. analyse and evaluate strategies designed to enhance performance or promote recovery.

ASSESSMENT FOR UNITS 3 & 4

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To achieve satisfactory completion of a unit, students must demonstrate achievement of each of the two stated outcomes. This will be demonstrated by achieving satisfactory results in a range of assessment tasks.
HEALTH AND HUMAN DEVELOPMENT - UNITS 1 & 2

ABOUT THE STUDY
The central focus of the Health and Human Development study is to examine the factors that promote well-being in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development. It explores the typical developmental milestones, health status and health issues of each lifespan stage. Determinants that may impact on the health and individual human development are explored. It explores the role of government and non-government agencies in promoting health in Australia. This study recognizes that lifestyle, environment, heredity and access to health services and the interaction between them influence health and development.

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

AREAS OF STUDY
1. Understanding health and development
2. Youth issues

OUTCOMES
On completion of this unit the student should be able to:
1. describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements.
2. describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development and Health Issues

AREAS OF STUDY
1. Prenatal health and individual human development
2. Child health and individual human development
3. Adult health and individual human development

OUTCOMES
On completion of this unit the student should be able to:
1. describe and explain factors that affect the health and individual human development during the prenatal stage.
2. describe and explain factors that affect the health and individual human development of Australia’s children
3. describe and explain the factors that affect the health and individual human development of Australia’s adults.

ASSESSMENT FOR UNITS 1 & 2
Demonstration of achievement of all Outcomes in both units is based on the student’s performance on a selection of assessment tasks. Assessment tasks Units 1 & 2 include: case study analysis, data analysis, reports – written and/or oral, a visual presentation, a written response, structured questions, tests and examinations.
HEALTH AND HUMAN DEVELOPMENT - UNITS 3 & 4

ABOUT THE STUDY
The central focus of the Health and Human Development study is to examine the factors that promote well-being in individuals, families and communities. This study aims to develop an understanding of the relationship between health, human development and sustainability. It explores the physical, social and mental dimensions of health and the determinants of health within Australia and internationally. It explores the role of government and non-government agencies in promoting health in Australia and internationally. This study recognizes that lifestyle, environment, heredity and access to health services and the interaction between them influence health and development.

Unit 3: Australia’s Health

AREAS OF STUDY
1. Understanding Australia’s health
2. Promoting health in Australia

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

Unit 4: Global Health and Development

AREAS OF STUDY
1. Introducing global health and human development
2. Promoting global health and human development

OUTCOMES
On completion of this unit the student should be able to
1. analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
2. describe and evaluate programs implemented by international and Australian government and non-government organizations in promoting health, human development and sustainability.

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COMMERCE

ACCOUNTING – UNITS 1 & 2

ABOUT THE STUDY
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

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, recording, reporting and analysing of accounting information used by internal and external users. The cash basis of recording and reporting is used throughout this unit. Students examine the role of accounting in the decision making process for a single owner service business.

AREAS OF STUDY
1. Going into business.
2. Recording financial data and reporting accounting information.

OUTCOMES
On completion of this unit the student should be able to
1. describe the resources required and explain and discuss the knowledge and skills necessary to set up a small business
2. identify and record the financial data, and report and explain accounting information for a sole business owner of a service business

Unit 2: Accounting for a trading business
This unit focuses on the accounting for a single activity sole trader. The accrual approach is used for recording cash and credit transactions and in the determination of profit. Financial and non-financial information is used to evaluate the performance of a business and students suggest strategies on how to improve performance. Where appropriate, accounting procedures incorporate the application of financial principles and the qualitative characteristics of accounting information. Students use a commercial ICT software package to record financial transactions and generate reports.

AREAS OF STUDY
1. Recording and reporting accounting data and information
2. ICT in accounting
3. Evaluation of business performance

OUTCOMES
On completion of this unit the student should be able to
1. record and report financial data and information for a sole trader
2. record and report financial data and information using an accounting software package for a single activity sole trader and explain and evaluate the role of ICT in the accounting process
3. select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

ASSESSMENT FOR UNITS 1 & 2
- Exercise/s using accounting computer software package
- Folio of exercises (manual and ICT based)
- Test/s
- Assignment/s
- Case study/ies
- Classroom presentation
- Reports (written, oral and multimedia)
ACCOUNTING - UNITS 3 & 4

ABOUT THE STUDY
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

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. Where appropriate, the accounting procedures incorporate the application of accounting principles and the qualitative characteristics of accounting information.

AREAS OF STUDY
1. Recording of financial data
2. Balance day adjustments and reporting and interpreting accounting information

OUTCOMES
On completion of this unit the student should be able to:
1. record financial data for a single activity sole trader using a double entry accrual based system, and discuss the function of various aspects of this accounting system.
2. record balance day adjustments and prepare and interpret accounting reports.
Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in decision making. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

AREAS OF STUDY
1. Extension of recording and reporting
2. Financial planning and decision making

OUTCOMES
On completion of this unit the student should be able to:
2. prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

ASSESSMENT

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BUSINESS MANAGEMENT - UNIT 1

ABOUT THE STUDY
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Unit 1: Small Business Management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

AREAS OF STUDY

1. Introducing business
2. Small business decision making, planning and evaluation
3. Day-to-day operations

OUTCOMES
On completion of this unit the student should be able to
1. explain a set of generic business characteristics and apply them to a range of businesses.
2. apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
3. discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operations to a business situation.

ASSESSMENT
- Tests and structured questions
- School-based short-term business activity
- Business Plan
- Case study analysis
BUSINESS MANAGEMENT – UNIT 2

ABOUT THE STUDY
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Unit 2: Communication and Management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

AREAS OF STUDY
1. Communication in business
2. Managing the marketing function
3. Managing the public relations function.

OUTCOMES
On completion of this unit the student should be able to
1. explain, apply and justify a range of effective communication methods used in business-related situations.
2. analyse effective marketing strategies and processes and apply these strategies and processes to business related situations.
3. apply public relations strategies to business related situations and analyse their effectiveness.

ASSESSMENT
- Communication in business report
- Development of a marketing plan
- Public relations case study
- End of semester Examination
BUSINESS MANAGEMENT - UNITS 3 & 4

ABOUT THE STUDY
This study involves an examination of the role and importance of large-scale organisations in the Australian economy. Students also examine different management styles, related skills and competencies required to manage large-scale organisations and ways in which change is managed.

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

AREAS OF STUDY
1. Large-scale organisations in context
2. Internal environment of large scale organisations
3. The operations management function

OUTCOMES
On completion of this unit the student should be able to
1. discuss and analyse the context in which large-scale organisations operate
2. discuss and analyse major aspects of the internal environment of large-scale organisations
3. discuss and analyse strategies related to operations management.

ASSESSMENT
School assessed course work
Assessment consists of structured, short answer questions and contributes to 25% of the final assessment.

Unit 4: Managing people and change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

AREAS OF STUDY
1. The human resource management function
2. The management of change

OUTCOMES
On completion of this unit the student should be able to
1. analyse and evaluate major practices and processes related to human resource management
2. analyse and evaluate the management of change in a large-scale organization, and evaluate the impact of change on the internal environment of a large scale organization.

School assessed course work
Assessment consists of structured, short answer questions and contributes to 25% of the final assessment.

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LEGAL STUDIES - UNIT 1

ABOUT THE STUDY
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Skills, as well as knowledge, play an important part in the study of Legal Studies. In particular, students develop an ability to identify, collect and process data from a range of sources; use the inquiry process to develop legal reasoning; apply legal reasoning to real or hypothetical cases and develop informed opinions.

Activities include visits to the Supreme Court and Barwon Prison.

Unit 1: Criminal Law in Action

AREAS OF STUDY
1. Law in society
2. Criminal law
3. The Criminal courtroom

OUTCOMES
On completion of this unit the student should be able to
1. explain the need for effective laws and describe the main sources and types of law in society
2. explain the key principles and types of criminal law, apply the key principles of relevant cases, and discuss the impact of criminal activity on the individual and society
3. describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice

ASSESSMENT
- Structured assignment on court hierarchy
- Case study on murder
- Essay on the adversary and jury systems
- Short answer test
LEGAL STUDIES - UNIT 2

ABOUT THE STUDY
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Skills, as well as knowledge, play an important part in the study of Legal Studies. In particular, students develop an ability to identify, collect and process data from a range of sources; use the inquiry process to develop legal reasoning; apply legal reasoning to real or hypothetical cases and develop informed opinions.

Activities include visits to the Supreme Court and Barwon Prison.

Unit 2: Issues in Civil Law

AREAS OF STUDY
1. Civil law
2. The civil law in action
3. The law in focus
4. A question of rights

OUTCOMES
On completion of this unit the student should be able to
1. explain the principles of civil law, law making by courts and elements of torts, and apply these to relevant cases
2. explain and evaluate the processes for the resolution of civil disputes
3. explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law
4. describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals

ASSESSMENT
• Structured assignment
• Essay
• Mock court or role play
• Tests/examination
LEGAL STUDIES - UNITS 3 & 4

ABOUT THE STUDY
In this unit students develop an understanding of the institutions that determine our laws and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up with changes in society.

Central to the investigation of law making is the role played by the Commonwealth Constitution. Students develop an understanding of the constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that Parliaments do not act outside their areas of power nor infringe protected rights.

Unit 3: Law - Making

AREAS OF STUDY
1. Parliament and the citizen
2. The Constitution and the protection of rights
3. Role of the courts in law-making

OUTCOMES
On completion of this unit the student should be able to
1. explain the structure and role of Parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed and analyse the ways in which change can be influenced.
2. explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. describe the role and operation of the courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with Parliament.

ASSESSMENT
School assessed coursework
Tasks include structured questions, essay and folio of exercises.

Unit 4: Resolution and Justice

AREAS OF STUDY
1. Dispute resolution methods
2. Court processes and procedures, and engaging in justice

OUTCOMES
On completion of this unit the student should be able to
1. describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ASSESSMENT
Tasks include structured questions, case study and essay.

<table>
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HUMANITIES

HISTORY - UNITS 1 & 2

Unit 1: 20th Century History 1918-1939

AREAS OF STUDY
1. Ideology and conflict
2. Social and Cultural Change

These areas of study are explored through the following contexts:
- The First World War
- The Treaty of Versailles
- Weimar Germany
- Rise of Nazism in Germany
- Life in Hitler's Germany
- Outbreak of the second World War

OUTCOMES
On completion of this unit the student should be able to
1. Explain the consequences of the peace treaties which ended World War One
2. Explain the impact of ideologies on nations and events that led to World War Two
3. Explain patterns of social life and cultural change in one or more contexts
4. Analyse the factors which influenced changes to social life and culture in the inter-war years.

Unit 2: 20th Century History 1945 – 2000

AREAS OF STUDY
1. Competing ideologies
2. Challenge and Change

These areas of study will be examined through the following contexts:
- 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.
- The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenge.

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

ASSESSMENT FOR EACH OF UNITS 1 & 2
- analytical exercises
- structured responses
- essays
- research tasks
HISTORY - REVOLUTIONS - UNITS 3 & 4

ABOUT THE STUDY

‘A revolution is a struggle to the death between the future and the past.’ F. Castro. Revolutions are complex and rich events in history. Students will develop an understanding of the causes and consequences of revolutions. They will examine the role of popular movements and individuals in revolutions and examine the social and ideological tensions which contributed to the outbreak of revolution. Students are challenged to not only critically analyse and evaluate two revolutions (French and Russian) but to also consider a range of interpretations through the use of visuals (film and graphics), primary and secondary sources.

AREAS OF STUDY FOR EACH OF UNITS 3 & 4

Causes of revolution

• What were the significant causes of revolution?
• How did the actions of popular movements and particular individuals contribute to triggering a revolution?
• To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Consequences of revolution

• How did the consequences of revolution shape the new order?
• How did the new regime consolidate its power?
• How did the revolution affect the experiences of those who lived through it?
• To what extent was society changed and revolutionary ideas achieved?

These areas will be explored through the following contexts:

Unit 3: The Russian Revolution
Unit 4: The French Revolution

OUTCOMES FOR EACH OF UNITS 3 & 4

On completion of each unit the student should be able to

1. analyse the causes of revolution
2. evaluate the contribution of significant ideas, events, individuals and popular movements
3. analyse the consequences of revolution
4. evaluate the extent of change brought to society

ASSESSMENT

School assessed coursework Tasks include research report, document analysis, historiographical exercise and short essay.

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MATHEMATICS

MATHEMATICS - UNITS 1 - 4

This study is made up of the following units:

**Units 1 and 2**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

**Units 3 and 4**
- Further Mathematics
- Mathematical Methods
- Specialist Mathematics

**ABOUT THE STUDY**
These units have been designed to enable students to
- develop mathematical skills
- apply knowledge and skills to analyse, investigate and solve problems in a variety of situations
- experience a range of classroom activities
- communicate mathematical ideas using correct terminology and mathematical notation
- use computers and graphing calculators effectively
- develop personal organisational skills
- be aware of the importance of mathematics in everyday life in an increasingly technological society.

**POSSIBLE COMBINATIONS OF MATHEMATICS UNITS**

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<td>Further Mathematics Units 3 &amp; 4</td>
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</table>
Units 1 & 2: General Mathematics
This course provides for diverse groups of students. Some students will not study Mathematics beyond Units 1 & 2, others will intend to study Further Mathematics Units 3 & 4, and some may combine this with Mathematical Methods Units 3 & 4. The areas of study include: Statistics, Arithmetic and number, Discrete mathematics, Functions and graphs, Algebra, and Geometry and measurement.

This course has been designed to include the appropriate use of technology, especially the CAS calculator, to support and develop learning of mathematics.

Students completing General Preparation who intend to study General Mathematics Unit 1 would be expected to achieve satisfactory grades or above for all topics.

Units 1 & 2: Specialist Mathematics
This course is designed for those students who enjoy the study of mathematics and are contemplating choosing both Mathematical Methods and Specialist Mathematics Units 3 & 4. It has been designed to cover some preparatory topics, but is not a prerequisite, for Specialist Mathematics 3 & 4. The areas of study include: Functions and graphs, Algebra, Arithmetic and number, Discrete mathematics, Statistics and Geometry and trigonometry.

The appropriate use of technology, especially the CAS calculator, to support and develop the learning of mathematics is incorporated throughout the course.

Units 1 & 2: Mathematical Methods
This course provides for the progressive development of mathematical skills and knowledge and is designed as a preparation for Mathematical Methods (CAS) Units 3 & 4. The areas of study are Algebra, Functions and graphs, Probability and statistics and Calculus.

The appropriate use of technology, especially the CAS calculator, to support and develop the learning of mathematics is incorporated throughout the course.

Prerequisites: Students wishing to choose Mathematical Methods need to have completed either Mathematics Advanced or Methods Preparation in Semester two of Year 10 to the minimum standard prescribed below.

Recommendations: Success in Mathematical Methods requires students to have strong arithmetic and algebraic skills as they will be required to work on a range of tasks, including formal assessment tasks and examinations, without the assistance of technology. They need to be able to simplify, expand and factorize expressions as well as solve linear and quadratic equations. They should be able to graph both straight lines and parabolas having found the location of key features such as the axis intercepts and turning points. A strong commitment to the regular completion of homework is also required.

Given these requirements, the following prerequisites must be met in order to undertake Mathematical Methods:

- Students currently completing Year 10 Mathematics, Methods Preparation must achieve an assessment score average of 70% or above.
- Students currently completing Year 10 Mathematics, Advanced must achieve an assessment score average of 60% or above.
Unidades 3 & 4: Matemáticas Avanzadas

Este curso incluye dos áreas de estudio: Core y Aplicaciones. La área Core obligatoria cubre Análisis de Datos y Recurrencia y modelos financieros. La área de Aplicaciones consiste en dos módulos elegidos, Matrices y Redes y matemáticas de toma de decisiones. Estas áreas de estudio proporcionan preparación general para el empleo o estudio futuros. Los conocimientos y habilidades asumidos de estas unidades se cubren en Matemáticas Generales Unidades 1 y 2.

La tecnología adecuada, incluyendo calculadoras gráficas, hojas de cálculo y software estadístico, se incorpora a lo largo del curso.

Unidades 3 & 4: Métodos Matemáticos

Este curso consta de las siguientes áreas de estudio: Funciones y gráficas, Álgebra, Cálculo, y Probabilidad y estadísticas. Estas áreas de estudio extienden el estudio de funciones sencillas a incluir combinaciones de estas, álgebra, cálculo, probabilidad y estadísticas, y sus aplicaciones en un variedad de contextos prácticos y teóricos. Los conocimientos y habilidades asumidos de estas unidades se cubren en Métodos Matemáticos Unidades 1 y 2.

Este curso ha sido diseñado para permitir que los estudiantes apliquen sus conocimientos y habilidades para analizar y resolver problemas, y efectivamente comuniquen sus resultados. Se les anima a usar tecnología adecuada, incluyendo calculadoras CAS y computadoras.

Unidades 3 & 4: Matemáticas Específicas

Este curso consiste en las siguientes áreas de estudio: Funciones y gráficas, Álgebra, Cálculo, Vectores, Mecánica y Probabilidad y estadísticas. Estas áreas de estudio extienden el contenido de Métodos Matemáticos Unidades 3 y 4 para incluir funciones racionales y cocientes, así como otros temas avanzados de matemáticas como números complejos, ecuaciones diferenciales y inferencia estadística. Los estudiantes que toman Matemáticas Específicas Unidades 3 y 4 deben estar estudiando o han completado previamente Matemáticas Específicas Unidades 3 y 4.

Este curso ha sido diseñado para permitir que los estudiantes extiendan sus habilidades y conocimientos matemáticos para analizar y resolver problemas. Se les anima a usar calculadoras CAS y computadoras tanto en el aprendizaje de nuevos materiales como en la aplicación de este material en un variedad de contextos.

OUTCOMES

Para cada unidad, los estudiantes se ven obligados a demostrar el logro de tres resultados.

1. Los estudiantes deben ser capaces de definir y explicar conceptos clave de cada una de las áreas de estudio de cada unidad y aplicar una variedad de rutinas y procedimientos matemáticos relacionados.

2. Los estudiantes deben ser capaces de aplicar procesos matemáticos en contextos no rutinarios, y analizar y discutir estas aplicaciones de matemáticas.

3. Los estudiantes deben ser capaces de seleccionar y usar adecuadamente tecnología para desarrollar ideas matemáticas, producir resultados y llevar a cabo análisis en situaciones que requieran resolución de problemas, modelado o técnicas o enfoques de investigación.

ASSESSMENT

Satisfactorio Completado

El reconocimiento de satisfactorio completado para una unidad se basa en una decisión de que el estudiante ha demostrado el logro de los tres resultados especificados para la unidad.

Esta decisión se basará en el rendimiento del estudiante en tareas de evaluación designadas para cada unidad. La VCAA ha publicado un guía de evaluación que brinda orientación sobre el alcance de las tareas de evaluación y los criterios para evaluación.
Levels of Achievement

Units 1 & 2
The assessment of levels of achievement will be based on the student’s performance on a selection of the following assessment tasks: routine homework tasks, assignments, tests, summary or review notes, analysis and modelling tasks and a semester examination. Levels of achievement will be reported using grades.

Units 3 & 4
The VCAA will supervise the assessment of all students undertaking Units 3 & 4. The student’s level of achievement will be assessed through school-assessed coursework (SAC) and two end-of-year examinations as follows:

Maths Methods & Specialist Maths

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Further Maths

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<td>3</td>
<td>Written examination 2</td>
<td>November</td>
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SCIENCE

BIOLOGY - UNITS 1 & 2 - 2016

ABOUT THE STUDY (new for 2016)

Biology is the study of living organisms, of life processes and of the different levels of organisation.

Unit 1: How do living things stay alive?

AREAS OF STUDY
1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation.

OUTCOMES
On completion of this unit the students should be able to:
1. Investigate and explain how cellular structures and systems function to sustain life.
2. 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.
3. 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?

AREAS OF STUDY
1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue.

OUTCOMES
On completion of this unit the students should be able to:
1. 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 differentiation and in medical therapies.
2. 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.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

ASSESSMENT FOR UNITS 1 & 2

UNIT 1  a student-designed or adapted practical investigation
2-3 of the following:
Field study report, annotated practical work folio, media response, data analysis, reflective learning journal or blog, problem solving activity and test.

UNIT 2  a written report of an investigation into genetics or reproductive science
2-3 of the following:
Field study report, annotated practical work folio, media response, data analysis, reflective learning journal or blog, problem solving activity and test.
BIOLOGY - UNITS 3 & 4 - 2016

ABOUT THE STUDY (Existing course taught in 2016 for last time)

Biology examines the mechanisms which enhance the survival of individual organisms in the face of changing conditions, environmental extremes and challenges from other organisms. The nature of infection and disease, and their treatment, are investigated. A set of key skills is considered essential to Biology. Students need to develop and apply these skills in a biological context. These key skills include: investigate and inquire scientifically, apply biological understanding and communicate biological information.

Unit 3: Signatures of Life

AREAS OF STUDY
1. Molecules of life
2. Detecting and responding

OUTCOMES
1. Analyse and evaluate evidence from practical investigations related to biochemical processes.
2. Describe and explain coordination and regulation of an organism’s immune responses to antigens at a molecular level.

ASSESSED COURSEWORK
Three practical reports are completed during class and assessed. A presentation on the immune system is also required.

Unit 4: Biological Continuity and Change

AREAS OF STUDY
1. Genetic inheritance
2. Change over time: Natural selection and evolution

OUTCOMES
1. Describe the mechanisms and patterns of inheritance, the techniques of gene technology and their relationship to applications of gene manipulation.
2. Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

ASSESSED COURSEWORK
Three practical reports are completed during class and assessed. A response to an issue related to an application of gene technology is completed.

FINAL ASSESSMENT

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BIOLOGY - UNITS 3 & 4 – available from 2017

ABOUT THE STUDY (Taught for the first time in 2017. Existing course taught in 2016)

Biology looks at the cell as a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species. Students need to develop and apply these skills in a biological context. These key skills include: investigate and inquire scientifically, apply biological understanding and communicate biological information.

Unit 3: How do cells maintain life?

AREAS OF STUDY
1. How do cellular processes work?
2. How do cells communicate?

OUTCOMES
1. On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

2. On completion of this unit the student should be able to 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.

ASSESSED COURSEWORK
Three reports are completed during class and assessed which may consist of practicals, annotations, research or data analysis.

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

AREAS OF STUDY
1. How are species related?
2. How do humans impact on biological processes?
3. Practical Investigation

OUTCOMES
1. On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

2. On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

3. 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

ASSESSED COURSEWORK
A report using primary or secondary data. A response to an issue OR A report of a laboratory investigation. A structured scientific poster according to the VCAA template.
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Exam duration:
- School-assessed
- October
YEARS 11 & 12 COURSE INFORMATION 2016 - 2017

CHEMISTRY - UNITS 1 & 2 - 2016

ABOUT THE STUDY (NEW FOR 2016)
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.

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

AREAS OF STUDY
1. How can knowledge of elements explain the properties of matter? – In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students investigate the nature of metals and their properties, including metallic nanomaterials. Fundamental quantitative aspects of chemistry are introduced.
2. How can the versatility of non-metals be explained? – Students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.
3. Research Investigation – In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or 2 to investigate a selected question related to materials.

OUTCOMES
1. 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.
2. 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.

Unit 2: What makes water such a unique chemical?

AREAS OF STUDY
1. How do substances interact with water? – focuses on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.
2. How are substances in water measured and analysed? – focuses on the interaction between living things and gases of the atmosphere. Students use kinetic theory to explain and predict the behaviour of gases and explore state, national and global issues associated with the impact of human activities on the atmosphere.
3. Practical Investigation – requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may including collecting water samples), organise and interpret the data and reach a conclusion in response to the question.

OUTCOMES
1. 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.
2. 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.

ASSESSMENT TASKS
Assessment for the chemistry course is school based.
YEARS 11 & 12 COURSE INFORMATION 2016 - 2017

CHEMISTRY - UNITS 3 & 4 - 2016

ABOUT THE STUDY (EXISTING COURSE TAUGHT IN 2016 FOR LAST TIME)

Unit 3 investigates chemical reactions and the scope of instrumental techniques available to the analytical chemist such as forensic scientists and environmental chemists. Unit 4 investigates the industrial production of chemicals and the energy associated with chemical reactions.

Unit 3: Chemical Pathways

AREAS OF STUDY

1. **Chemical analysis** - focuses on a variety of analytical techniques to analyse products in the laboratory. Students are introduced to instrumental analytical techniques of spectroscopy and chromatography and relate the operation of these analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

2. **Organic chemical pathways** - focuses on systematic organic chemistry including production of starting materials for particular reaction pathways. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines and biochemical fuels.

OUTCOMES

On completion of this unit the student should be able to

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

Unit 4: Chemistry at work

AREAS OF STUDY

1. **Industrial chemistry** focuses on the factors that affect the rate and extent of a chemical reaction. Students explore the production and uses of a chemical (selected from a list supplied) and explore how knowledge of the factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals.

2. **Supplying and using energy** focuses on our use of different energy resources. Students evaluate the extent of the reserves of some of these resources and the advantages and disadvantages of their continued use. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results.

OUTCOMES

On completion of this unit the student should be able to

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

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YEARS 11 & 12 COURSE INFORMATION 2016 - 2017

CHEMISTRY - UNITS 3 & 4 – available from 2017

ABOUT THE STUDY (taught for the first time in 2017. Existing course taught in 2016)

In Unit 3 students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

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

AREAS OF STUDY

1. **What are the options for energy production?** – focuses on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

2. **How can the yield of a chemical product be optimised?** – Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Homogeneous equilibrium systems and electrolytic cells are examined.

3. **Practical Investigation** – related to energy and/or food is undertaken either in Unit 3 or Unit 4 with the findings of the investigation presented in a scientific poster format.

OUTCOMES

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

3. 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.

4. 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?

AREAS OF STUDY

1. **How can the diversity of carbon compounds be explained and categorised?** – Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses.

2. **What is the chemistry of food?** – focuses on the major components of food with reference to their structures, properties and functions. Students examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.

OUTCOMES

On completion of this unit the student should be able to

3. 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.

4. analyse chemical and energy transformations occurring in chemical reactions.

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PHYSICS - UNITS 1 & 2 - 2016

ABOUT THE STUDY (NEW FOR 2016)

Physics is the study of the natural laws of the universe and the way in which they govern the structure, behaviour and interaction of matter and energy. It is a basic science, the foundation upon which engineering and technology is built. It is concerned with the farthest reaches of space and the incredible tiny world of atoms and molecules. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world.

Unit 1

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

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

ASSESSMENT
1. A summary report of selected practical investigations
2. Tests
3. Response to media articles
4. Practical reports
5. End of semester examination

Unit 2

AREAS OF STUDY
1. How can motion be defined and explained?
2. Student selected study from a range of optional units including: Medical physics, Flight, Enhancing vision, Sound, Forces on the human body, Stars, Particle accelerators, Nuclear power
3. Practical Investigation

OUTCOMES
On completion of this unit the student should be able to:
1. investigate, analyse and mathematically model the motion of particles and bodies.
2. respond to outcomes dependent upon student choice of topic of study.
PHYSICS - UNITS 3 & 4 - 2016

ABOUT THE STUDY (EXISTING COURSE TAUGHT IN 2016 FOR LAST TIME)

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Unit 3: Motion, electronics, photonics and structures

AREAS OF STUDY
1. Motion in one and two dimensions
2. Electronics and photonics

OUTCOMES
On completion of this unit the student should be able to:
1. use the Newtonian model in one and two dimensions to describe and explain motion on earth and in space.
2. compare and explain the operation of electronic and photonic devices.

Unit 4: Light and matter, electric power and sound

AREAS OF STUDY
1. Interactions of light and matter
2. Electric power
3. Elective detailed study: Sound

OUTCOMES
On completion of this unit the student should be able to:
1. use wave and photon models developed by the legends of latter day physics to explain interactions of light and matter and the quantised energy levels of atoms.
2. explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.
3. apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

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PHYSICS - UNITS 3 & 4 – available from 2017

ABOUT THE STUDY (TAUGHT FOR THE FIRST TIME IN 2017. EXISTING COURSE TAUGHT IN 2016)

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Unit 3: How do fields explain motion and electricity?

AREAS OF STUDY
1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

OUTCOMES
On completion of this unit the student should be able to:
1. analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. analyse and evaluate an electricity generation and distribution system.
3. 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?

AREAS OF STUDY
1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical Investigation

OUTCOMES
On completion of this unit the student should be able to:
1. apply wave concepts to analyse, interpret and explain the behaviour of light.
2. provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

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PSYCHOLOGY - UNITS 1 & 2 - 2016

ABOUT THE STUDY (NEW IN 2016)
Psychology is the scientific study of mental processes and behaviour in humans and the systematic application of this knowledge to personal and social circumstances in everyday life. Biological, psychological and social perspectives inform the way psychologists approach their research into the human condition. In VCE Psychology students explore complex human behaviours, feelings and thought processes through this biopsychosocial model. They develop empathetic understandings and knowledge of mental health issues in society. Students work collaboratively as well as independently on a range of research based tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data.

Unit 1: How are behaviour and mental processes shaped?
In this area of study, 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.

AREAS OF STUDY
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation.

OUTCOMES
On completion of this the student should be able to:
1. describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. 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?
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.

AREAS OF STUDY
1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student directed practical investigation.
OUTCOMES
On completion of this unit the student should be able to:
1. compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT
Assessment of the achievement of Outcomes 1 and 2 in both units is based on the student's performance on a selection of the following school assessed tasks:

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

Assessment of the achievement of Outcome 3 is based on the student's performance on the following school assessed tasks:

- Unit 1 - a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.
- Unit 2 - a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
ABOUT THE STUDY (EXISTING COURSE TAUGHT IN 2016 FOR LAST TIME)
Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences but one of the oldest fields of disciplined inquiry. As a science, psychology aims to describe, explain and predict behaviour; in doing so, it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

Unit 3: The Conscious Self
This Unit focuses on the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understand the relationship between brain, mind and behaviour. Students study the structure and functioning of the human brain and nervous system and explore the nature of consciousness and altered states of consciousness including sleep.

AREAS OF STUDY
1. Mind, brain and body
2. Memory

OUTCOMES
On completion of this the student should be able to:
1. explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
2. compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4: Brain, Behaviour and Experience
This unit focuses on the interrelationship between learning, the brain and its responses to experiences and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues.

AREAS OF STUDY
1. Learning
2. Mental health

OUTCOMES
On completion of this unit the student should be able to:
1. explain the neural basis of learning and compare and contrast different theories of learning and their applications
2. differentiate between mental health and mental illness, and use a bio-psychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

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PSYCHOLOGY - UNITS 3 & 4 – available from 2017

ABOUT THE STUDY
Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences but one of the oldest fields of disciplined inquiry. As a science, psychology aims to describe, explain and predict behaviour; in doing so, it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

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

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

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

OUTCOMES
On completion of this the student should be able to:
1. 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.
2. 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.

Unit 4: How is well-being developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorders 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.

AREAS OF STUDY
4. How do levels of consciousness affect mental processes and behaviour?
5. What influences mental well-being?
6. Practical investigation.

OUTCOMES
On completion of this unit the student should be able to:
1. 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.
2. 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.

Area of Study 3 – A Practical Investigation
A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.
Outcome 3
On completion of this outcome the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT

Unit 3 and Unit 4 Coursework Tasks
For each of units 3 and 4, coursework tasks (2-3 tasks per unit) will be selected from the following:
- annotations of at least two practical activities from a practical logbook
- evaluation of research
- a report of a student investigation
- an analysis of data including generalisations and conclusions
- a visual presentation
- media analysis/response
- a response to a set of structured questions
- a reflective blog/learning journal related to selected activities or in response to an issue
- a test

In addition, the Practical Investigation presented as a Scientific Poster will constitute one third of the assessment for Unit 4 Coursework

<table>
<thead>
<tr>
<th>Graded Assessment</th>
<th>Title</th>
<th>Assessment</th>
<th>Exam duration</th>
<th>Weighting % of Study Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 3 Coursework</td>
<td>School-assessed</td>
<td>NA</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Unit 4 Coursework, including Practical Investigation Poster</td>
<td>School-assessed</td>
<td>NA</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Written examination</td>
<td>November</td>
<td>2½ hrs</td>
<td>60</td>
</tr>
</tbody>
</table>
VOCATIONAL EDUCATION AND TRAINING (VET)

VET studies available at Kilbreda College:

- VCE VET Certificate III in Catering Operations
- VET Certificate II & III in Business
- VET Certificate II & III in Community Services (Community Work/Childcare)
- VET Certificate II & III in Sport and Recreation

Other VETs studied externally to Kilbreda College at nearby TAFE Colleges may include:

- VCE VET Certificate II in Dance
- VCE VET Certificate III in Retail
- VCE VET Certificate III in Retail Make-up and Skin Care
- VCE VET Certificate IV in Aviation Operations
- VET Certificate II & III in Equine Industry
- VET Certificate II & III in Music
- VET Certificate II in Creative Industries (Media)
- VET Certificate III in Media
- VET Certificate III in Technical Production
VET Certificate II & III in Business - Inhouse

ABOUT THE STUDY
- The VCE VET Business program aims to provide students with the basic skills needed to work in a business environment. Students are provided with an opportunity to acquire and develop skills in communication, teamwork, organizing work priorities and document production.

The VCE VET Business program is a two year program.

Additionally, students will be eligible for credit of up to five VCE VET units towards their VCE. This is made up of three units at Unit 1 and 2 level and a Unit 3 and 4 sequence. **A study score is available for this program, which can contribute directly to a student’s ATAR at VCE level.** This is an optional component of the subject and is tailored to each student’s goals and aptitude.

FUTURE PATHWAYS
On satisfactory completion of the VCE VET Business program, students will receive BSB20107 Certificate II in Business, as well as a statement of attainment for selected units of competence from BSB30107 Certificate III in Business. This is a nationally recognized qualification and is issued by a Registered Training Organisation (RTO).

The Certificate II in Business provides two pathways for students. One is into training and employment in business and related industries. It provides the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. Possible positions include administrative/office assistant, receptionist, information officer and customer service officer. The second pathway uses the VCE ATAR option to gain a placement in a University course.

This program is delivered at Kilbreda, subject to numbers enrolling.

WHAT WILL STUDENTS LEARN?
The VCE VET Units 1 and 2 core units of competence include occupational health and safety, communicating in the workplace, organizing work activities and producing word processed documents. Elective units may include delivering a service to customers, handling mail, working effectively with others and in a business environment, and participate in environmentally sustainable work practices.

The VCE VET Unit 3 and 4 sequence in the second year incorporates compulsory units such as maintaining financial/business records, organizing work priorities, organizing workplace information, promoting innovation in a team environment and designing and producing business documents.

ASSESSMENT

**Year one of the course:** Coursework - Units 1 & 2; Assessment tasks to demonstrate competency in the units.

**Year two of the course:** Coursework – Units 3 & 4; Course based assessment tasks (66%) and a written end of year examination of 1½ hours duration (34%)
VCE VET Certificate III in Catering Operations - Inhouse

ABOUT THE STUDY
The new training package has been revised to ensure that the qualifications and units of competency address defined industry areas. Preparatory qualifications have been designed to ensure students have an understanding of a broad range of hospitality jobs.

Some units of competency have been rationalised to remove duplication across units and many units have become more explicit to ensure their specific industry focus has been maintained.

The VCE VET Hospitality program provides students with a broad range of knowledge and skills that are reflective of the hospitality industry. The program offers the flexibility to meet the needs of a range of enterprises and businesses.

The VCE VET Hospitality program aims to:
- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

WHAT WILL I LEARN?
VCE VET Hospitality offers Units 1 and 2 with a compulsory group of units of competency designed to offer students a range of general hospitality skills as well as the choice of specific streams and a range of general electives. Students may choose to undertake one or both streams. Units 3 and 4 offer two distinct streams for specific outcomes. Students may choose to undertake one or both streams. Units 3 and 4 are not currently offered at Kilbreda but can be undertaken at Holmesglen Moorabbin Campus or Chisholm Institute of TAFE Frankston.

On successful completion of Units 1 and 2 undertaken with the Kitchen Operations stream, students will:
- have completed a minimum of nine units of competency – six compulsory units of competency plus a minimum of three elective units of competency
- be eligible for partial completion of the SIT20312 Certificate II in Kitchen Operations
- have gained recognition for a minimum of two VCE units at Units 1 and 2 level.

The general bank of electives in Units 1 and 2 allows for additional training, ensuring flexible outcomes for students and catering to a range of needs including tasters and short employment-specific programs.
VET Certificate II & III in Community Services (Community Work/Childcare) - Inhouse

The VET Community Services program allows students to complete a Certificate II qualification with specializations in Community Services and Children’s Services.

**COURSE AIMS**
- To provide access to a range of potential career paths within the Community Services Industry.
- To provide training and skill development for the achievement of competence in areas such as casework, community development and advocacy.

**FUTURE PATHWAYS**
- Aged care work, community work, child protection/justice, disability work, youth work.
- Certificate IV in Community Services.
- Diploma in Community Services.
- Advanced Diploma in Community Services.

**ASSESSMENT YEAR 12**
Coursework Units 3 & 4 66%, Written end of year examination. 1½ hours 34%.

VET Certificate II in Creative Industries (Media) – Off Site

**VET Certificate III in Media – Off Site**

**COURSE AIMS**
- To provide participants with the knowledge and skills development for the achievement of units of competence that will enhance students’ employment prospects with the multimedia industry.
- To enable students gain a recognized credential and make a more informed choice of vocational and career paths.

**FUTURE PATHWAYS**
- Certificate II in Media Journalism
- Certificate IV in Broadcast Journalism
- Certificate IV in Media (Foundation Studies)
- Certificate IV in Art and Design
- Diploma of Arts (Design, Graphic Art, Finished Art, Visual Art, Graphic Design or Screen Printing Design)
- Advanced Diploma of Electronic Design (Interactive Multimedia)
- University Degrees (Visual Arts, Graphic Design, Media, Photography, Industrial Design and other design specialisations).

**ASSESSMENT YEAR 12:** Coursework - Units 3 & 4 66% End of year – Practical Exam (2hrs) 34%
VET Certificate II & III in Equine Industry – Off Site

COURSE AIMS
The course is designed to enable students to
- gain a basic knowledge of the horse industry
- develop skills and knowledge which can be adapted and developed within a horse stable environment.

FUTURE PATHWAYS
There are three options for employment within the horse industry:
- Industry employment
- Self-employment
- Related industries that involve minimum hands-on experience but require an in-depth knowledge of the requirements of the horse, e.g. saddler, feed merchant, horse photographer
- Successful completion of this program will assist students to gain practical experience relevant to such tertiary courses as
  Bachelor of Applied Science (Equine Management)
  Bachelor of Veterinary Science
  Certificate in Animal Care
  Certificate in Harness Racing (Trainer/Driver)
- Accredited training in the horse industry is also provided by The National Coaching Accreditation Scheme

This program is offered through University of Melbourne McMillan Campus (Warragul). Students complete modules of work via online delivery (Internet) and a number of practical placements.

ASSESSMENT YEAR 12: Coursework - Units 3 & 4 66%  End of year Written Examination 34%

VET Certificate II & III in Music – Off Site

VET Music can be studied concurrently with VCE Music Performance. It includes skills in video and audio recording techniques, health and safety issues, business management, music technology, performance craft, lighting and general stage management, set up and operation of a vocal PA and composition.
VET Certificate III in Technical Production – Off Site

Certificate III in Technical Production provides broad-based knowledge and skills required for entry into the music industry. The aims of the VET Music Industry program are to:

- provide students with knowledge and skill development for the achievement of competence to enhance their employment prospects within the music industry
- enable students to gain a recognised credential and make a more informed choice of vocational and career paths.

**FUTURE PATHWAYS**

- Certificate III in Music Industry (Business, Technical Production)
- Certificate IV in Music Industry (Business & Technical Production)
- Diploma of Music Industry (Business & Technical Production)
- Advanced Diploma of Music Industry (Business & Technical Production)

Students may enrol in the VET Music Industry program at Certificate II level or directly into a Certificate III. However, it is strongly recommended that students complete Certificate II before undertaking Certificate III.

**ASSESSMENT YEAR 12:** Coursework - Units 3 & 4 66%  End of year Written Exam, 34%

VET Certificate II & III in Sport and Recreation - Inhouse

**COURSE AIMS**

This certificate is an accredited entry-level training program for students wishing to pursue a range of occupations associated with the sport and recreation industry. The VET in the VCE Certificate II offers the following program streams:

- Athlete Career Education (ACE)
- Fitness Instruction
- Sales and Marketing
- Sport and Recreation Administration
- Sports Training and Conditioning

**FUTURE PATHWAYS**

- Certificate IV in Recreation (Sports Coaching or Administration)
- Diploma in Recreation (Sports Coaching or Administration)
- Graduate Certificate in Case Management (Sports)
- University Degrees

If students complete the optional VICFIT modules, they will have the required entry-level qualification to undertake employment in the fitness industry.

Certificate II and Certificate III are offered at Kilbreda, subject to enrolment numbers.

There are no compulsory VCE subjects. However, Physical Education is recommended.

**ASSESSMENT YEAR 12:** Coursework - Units 3 & 4 66% End of year – Practical Exam  (2hrs) 34%
VCE IN A NUTSHELL

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to employment.

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies including VET studies. A VCE study is made up of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but **Units 3 and 4 must be taken as a sequence of two units.** If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

A VCE program will generally consist of **20 to 24 units taken over two years**, although you can vary the number of units that you do in one year. When making your choice you should consider studies that:

- interest you
- you are good at
- lead to employment that you find appealing
- prepare you for further training or tertiary courses that you are considering [i.e make sure you include any prerequisite studies you will need]
- provide VET recognition; that is, a VCE VET program leading to a VET qualification within your VCE.

What must I include in my VCE program?

To obtain your VCE, you must satisfactorily complete **at least 16 units**.

Regardless of how many units you do altogether, you must satisfactorily complete:

(i) **At least three units from the English Group** listed below:

- Foundation English Units 1 and 2 [not offered at Kilbreda]
- English Units 1–4
- English as an Additional Language (EAL) Units 3 and 4
- English Language Units 1–4 [potentially being offered from 2015]
- Literature Units 1–4

(ii) **You will need three sequences of Units 3 and 4 studies in addition to meeting the English requirement.** These sequences can be from VCE studies and or VET/VCAL programs.

Graduation in the VCE depends on the **satisfactory completion** of the units that make up each of your studies. **Satisfactory completion is indicated by the award of an ‘S’.** Not meeting the requirements for satisfactory completion is indicated by an ‘N’.

Decisions about satisfactory completion, whether you are completing Units 1 and 2, or Units 3 and 4, are **made by your school.**

For Units 3 and 4, you will get grades as well as the ‘S’ or ‘N’ described above. At Units 3 and 4 level the VCAA supervises the assessment of all students.

A graded assessment is either a school-based assessment or an examination. Each VCE study has three graded assessments for the Unit 3 and 4 sequence, either two school assessments and one examination or one school assessment and two examinations. A similar process of assessment applies to scored VCE VET programs which have a school assessment and an examination.

There are two categories of school based assessment:
1. The first is called School-assessed Coursework. (These are often referred to as SACs.) This assesses how well you have performed on the assessment tasks. These tasks are done mainly in class time. All studies except Studio Arts include School-assessed Coursework.

2. The second kind of school assessment is a School-assessed Task (SAT). Seven studies have a School-assessed Task – Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering, and Visual Communication and Design. The requirements for the School-assessed Task are the same for every school and are set by the VCAA. Your school will design activities within the requirements to assist you in the completion of the School-assessed Task. The VCAA specifies how marks and grades are to be awarded. Your teacher does the marking and your school will send the VCAA a score to show how well you performed on the School-assessed Task.

**External examinations**

External examinations (written, oral, performance or electronic), are set and marked by the VCAA. Most are held in November, but a small number of studies have examinations in October.

**How can I get into university or TAFE?**

The VCAA calculates your study score from the three graded assessments in each study. The maximum score for each study is 50.

The Victorian Tertiary Admissions Centre (VTAC) is responsible for calculating the Australian Tertiary Admission Rank (ATAR). Using the study scores for Units 3 and 4, calculated by the VCAA, VTAC determines your ATAR. Other studies used in the calculation of your ATAR can include VCE VET programs and extension studies.

**Calculation of the ATAR**

To gain an Australian Tertiary Admission Rank (ATAR) you must complete both Units 3 and 4 of an English sequence. You will need three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group.

The following process is used to calculate each student’s ATAR:

1. All VCE Study Scores are scaled to adjust for the fact that it is more difficult to obtain a high study score in some studies than others. The scaled Study Scores are called ATAR Subject Scores. An **ATAR Aggregate** [a number between 0 and something over 210] is calculated by adding:
   
   a) your best ATAR Subject Score in **any one** of the English studies, **plus**
   b) the ATAR Subject Scores of your **next best three** studies, **plus**
   c) 10% of the ATAR Subject Score for a fifth study (where available), **plus**
   d) 10% of the ATAR Subject Score for a sixth study (where available).

2. All eligible students are then ranked in order of their ATAR Aggregate, and a percentage rank is assigned to distribute students as evenly as possible over a 100 point scale. All students with the same ATAR aggregate receive the same percentage rank.

3. Finally, the percentage rank is converted to an ATAR, which is the estimate of where the student came in the relevant age group, taking account of the students who have successfully completed VCE as well as those who moved or left school before Year 12.
A possible ATAR calculation:

The ATAR is a number between 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as ‘less than 30’.

Remember, there is no pass or fail ATAR. Every VCE student who receives an ATAR has successfully completed the VCE. An ATAR of 50 is not the pass rank, nor is it the average rank. An ATAR of 50 means that you have performed better than 50% of the state age cohort.

Distribution of Study Scores (/50)
Study scores of 23-37 indicate the student is in the middle range.
A Study Score above 37 indicates that the student is in the top 15 per cent of students in the study.
For studies with large enrolments (1,000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportions may vary slightly.

<table>
<thead>
<tr>
<th>Study Score (Relative Position)</th>
<th>Percentage of students above this position (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>35</td>
<td>24</td>
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<tr>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>92</td>
</tr>
</tbody>
</table>

Therefore a VCAA study score of 30 simply means that the student is ranked in the middle of all students taking that study in that year.
The grades required to achieve this can vary considerably from study to study.
Scaled Study Scores

Scaling adjusts study scores to reflect differences in the cohort of students taking a particular study as compared to other studies. The scaled score is called the ATAR subject score. Scaling is the process which adjusts VCE study scores produced by the VCAA to take account of the following three principles:

- that you should be able to take the studies that you enjoy and are good at
- that all studies are treated equally in the ATAR
- enables tertiary institutions to compare fairly students who have taken different combinations of studies.

VTAC adjusts study scores for each study to take account of the strength of competition in each study. The strength of competition is measured by how well the students performed in their other studies.

- If competition is high — study scores are scaled up.
- If competition is low — study scores are scaled down.

Higher Education Studies in the VCE

If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first-year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study it will be one of the following:

- An Extension study contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of at least 41.

- An Advanced Standing study contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student may start a nursing degree at university while studying VCE Units 3 and 4. Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to take up your study at second-year level at university if you are selected for the course to which the study belongs.

More information can be found at:

http://atarcalc.com/
OPEN DAYS 2015

Universities and TAFE Institutes hold annual Open Days for the public. They are an opportunity to visit, talk to staff and students, collect information and see facilities. As such, they are a great way to assist in deciding where you wish to study once you finish school. They are generally held in Term 3, but many of the dates are supplied here so you can get them in your diary and make your visits a priority. Year 10 or 11 is a great time to start your visits; Year 12 is not too late.…

OPEN DAY DATES FOR YOUR DIARY (10am – 4pm*):

<table>
<thead>
<tr>
<th>Date</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st August</td>
<td>Monash University (Berwick and Peninsula)</td>
</tr>
<tr>
<td>2nd August</td>
<td>Deakin University (Warnambool)</td>
</tr>
<tr>
<td></td>
<td>Monash University (Caulfield and Clayton)</td>
</tr>
<tr>
<td></td>
<td>Swinburne (Hawthorn)</td>
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<tr>
<td>9th August</td>
<td>Australian Catholic University</td>
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<td></td>
<td>Deakin University (Geelong)</td>
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<td>La Trobe University (Bundoora)</td>
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<td>RMIT</td>
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<td>William Angliss TAFE</td>
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<td>16th August</td>
<td>The University of Melbourne</td>
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<td></td>
<td>Monash University (Parkville – pharmacy)</td>
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<td></td>
<td>La Trobe University (Bendigo)</td>
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<tr>
<td>22nd August</td>
<td>Chisholm TAFE (Dandenong)</td>
</tr>
<tr>
<td>24th August</td>
<td>Box Hill Institute</td>
</tr>
</tbody>
</table>

*Times vary across institutions. Check websites for more up to date information
**Holmesglen TAFE run different Open Days for different courses. See their website for days that apply to you.