



**LARA**

Secondary College

**SENIOR YEARS**

**11 and 12**

**HANDBOOK**

**2017 - 2018**

Please keep this booklet for future reference in Year 12

# Important Dates

## **For the current Year 10 students progressing to Year 11 in 2017**

### **Wednesday 13<sup>th</sup> July – VCE Information night 6:00pm – 7:30pm**

Students and parents will be informed about the Lara Secondary College programs being offered in 2015 and 2016 for current Year 10 students. Information will be distributed regarding the VCE, Applied Learning and VET programs. This includes the subjects that will be offered and the way in which these subjects combine to enable each individual student to obtain their chosen Pathways whether it is work or further study. Students and parents will also have the opportunity to get course specific advice and guidance from representatives from the Deakin University and the Gordon TAFE.

### **Thursday 4<sup>th</sup> August – course counselling interviews 9:00am – 4:30pm**

Students are expected to have read their copy of the Senior Years handbook and to have discussed possible pathway options and subjects from the blocks with parents prior to this interview. This along with extensive career exploration during Pathways classes will allow parents, students and counsellors a starting point to make an informed decision regarding the student's future pathway. Students are also expected to fill in the relevant selection sheet in the back of this handbook and to bring the handbook with them to the interview.

**It is expected that both parents/guardians and students will attend the Course Counselling Sessions. There will be no formal classes for students on this day.**

## **For the current Year 11 students progressing to Year 12**

No formal course counselling sessions are held for Year 11 students, as most student courses evolve from the Year 11 program. However course selection sheets will need to be completed by Year 11 students and signed by parents.

# Glossary of Terms

- **1 & 2 Units** – Units within a VCE study designed to cater for learning at the Year 11 level of competency.
- **3 & 4 Units** – Units within a VCE study designed to cater for learning at the Year 12 level of competency.
- **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)** The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them.
- **AUTHENTICATION** – This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. The Victorian Curriculum and Assessment Authority (VCAA) has produced detailed guidelines outlining how this is to be achieved and includes the teacher sighting drafts of the students' work at various stages and students attending all classes.
- **CONSIDERATION OF DISADVANTAGE** – Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority (VCAA) publish guidelines in relation to Consideration of Disadvantage. Consult with the Senior Years Leader if you feel your situation warrants consideration of disadvantage.
- **GAT** – The General Achievement Test is a test undertaken by any student enrolled in a Unit 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn't form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student's GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school's assessment of tasks in that study and the student's grades may be altered.
- **GRADED ASSESSMENT (GA)** - All VCE studies have three Graded Assessments for each Units 3 and 4 sequences, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.
- **OUTCOMES** - Teachers will set tasks that will measure whether a student has satisfied a particular outcome in a subject. All students must meet each Outcome in every subject if they are to gain a pass in that study.
- **PATHWAYS** – Different vocational directions and options which VCE/VCAL students may take as they move through the broad area of education and training.
- **PREREQUISITES** – Are Units that must be passed and included in a student's ATAR for entry into certain TAFE and Tertiary courses.

# Glossary of Terms

- **SBAs** – School Based Apprenticeships. The scheme that allows students to undertake a secondary school certificate while being in paid part time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.
- **SCHOOL ASSESSED COURSEWORK – (SACs)** - A set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
- **SCHOOL ASSESSED TASKS – (SATs)** – Assessment Tasks undertaken by students at school and which are set by VCAA and graded by teachers. The marks obtained count towards a student's overall Study Score.
- **SEQUENCE OF UNITS** – Most studies are designed as a sequence of four Units to be taken each Semester over the two years. Units 1 & 2 are normally attempted in Year 11 and can be undertaken as single Units. Units 3 & 4 of a particular study are normally attempted in year 12 and must be taken as a sequence.
- **STUDY** – A sequence of half year Units in a particular curriculum area, for example English, Mathematics, Economics.
- **STUDY DESIGN** – The Study Design describes the Units available within the study and prescribes the objectives, topics, work requirements and assessment tasks. Full description of study designs can be found on the VCAA website.
- **STUDY SCORE** – The Study Score is the numeric score out of 50 that a student receives for each of their Unit 3 & 4 studies (subjects) in the VCE. The GA/SAT grades received for each study as well as exam results determine the Study Score.
- **TAFE** – Technical and Further Education.
- **TERTIARY INSTITUTIONS** – Generally Universities.
- **UNIT** – A Semester length component of a study (subject) representing approximately 100 hours of work, of which about 50-60 hours is class time.
- **VCAA** – The Victorian Curriculum and Assessment Authority: responsible for curriculum, assessment certification and administration of the VCE and VCAL at Years 11 and 12 in Victoria.
- **VCE** – Victorian Certificate of Education.
- **VCAL** – Victorian Certificate of Applied Learning.
- **VELS** – Victorian Education Learning Standards
- **VTAC** – Victorian Tertiary Admissions Centre

# VCE/VCAL Regulations

## Attendance

Students are required to attend all scheduled classes in order to maximize the teaching/learning process and to satisfy the Outcomes. It is necessary that most work is completed during class time to allow authentication. Attendance below 90% has a very significant impact on student learning.

The Victorian Curriculum and Assessment Authority have published strict guidelines regarding student attendance and provide schools with the option of failing a student in one or more Units if absences are unapproved.

The following conditions relating to student absences are essential to note:

- Students whose attendance falls below 90% in any subject can be deemed to have failed that subject. Absences explained with medical certificates will not be included in the calculation. Consequently, it is strongly recommended that a medical certificate be provided for all absences no later than two days after their return to the College.
- Students who are absent from classes must produce a parental note or preferably a medical certificate to be presented to the attendance officer on return to school.
- Any absence on the day a major piece of work (e.g. GA/SAC/SAT) is due must be covered by a medical certificate or the work will not be accepted. A note from parents will not suffice.
- It is the College's prerogative to determine the legitimacy of any explanation. Absence not supported by the appropriate documentation will be treated as an 'unapproved absence'. **Family holidays are generally not regarded as approved absences. Requests for exemption should be made well in advance and will only be granted in extreme circumstances.** Students are also strongly advised to make medical and dental appointments outside school hours where possible.
- Students may be required to make up any time lost as a result of 'unapproved absences'.

# VCE/VCAL Regulations

## **Outcome completion**

If a student misses a SAC through illness, or has been offered the opportunity to re-do a SAC to get an 'S' for an outcome, they will be placed in an outcome completion session. They will NOT be able to re-do a SAC during class or lunch time.

These are supervised classes that run on **Tuesday** after school from **3:30pm – 4:30pm** and **Thursday** during session 4 (2:05pm – 3:20pm) as part of the **Outcome Completions Sessions**.

If a student is placed in one of these classes, they **MUST** attend it. They will have three weeks to attend this class. The only exceptions are if they have a medical certificate. If they do not attend, and do not have an approved excuse, they run the risk of failing this outcome and therefore the unit. These classes are provided to help students satisfactorily complete the work and therefore get 'S' for the unit.

## **Intervention/Help sessions**

Students can also access help for Mathematics and English on Tuesdays from 3:30pm – 4:30pm and Thursdays from 2:05pm – 3:20pm from teachers allocated to these sessions.

Students not making satisfactory progress in their subjects may also be directed to attend these sessions as an Intervention method.

# VCE Units 1 & 2

## Assessment

Students attempting any Unit 1 or 2 subjects will be assessed in two formats.

1. **OUTCOMES** - Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. **GRADED ASSESSMENTS** - Performance on each task will be indicated by a letter grade from A+ to E, with UG representing a fail, and NA indicating that the work was not assessed.

Students will be advised by classroom teachers of due dates well in advance.

## Changing Subjects

It may be possible for students in Year 11 to change subjects at the end of Semester One. This can only occur with the approval of the classroom teacher, parents and the Year 11 Program Leader. Students seeking a change to their program must complete a 'Change of Enrolment' form, which is available from the Year 11 Program Leader. No changes will be made to student programs after the first two weeks of the academic year.

## Homework/home Study

Students in Year 11 can expect homework in all of the Units they are attempting. The Study Designs published each year by the Victorian Curriculum and Assessment Authority (VCAA) emphasizes that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 20 minutes of homework per night which equates to 1 - 2 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that they develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

### LSC Homework expectations for each subject in Year 11:

*1.5 hours per subject per week PLUS 1.5 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*

## Exam Policy

As exams form an integral part of assessment in Units 3 & 4, it is essential that students are adept at preparing and sitting exams. Consequently, the College has a policy where students from Year 10 onwards, sit exams at the end of each Semester. All Unit 1 and 2 teachers will conduct formal examinations in each study area.

# VCE Units 3 & 4

## Assessment

Students attempting any Unit 3 or 4 subjects will be assessed in three formats.

1. SCHOOL ASSESSED COURSEWORK - School Assessed Coursework is used to differentiate between students' abilities and helps, in conjunction with exams, to determine the ATAR which is the score used for entrance into University or TAFE. Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. SCHOOL ASSESSED TASKS – Performance on each task will be indicated by a numerical grade with UG representing a fail, and NA indicating that the work was not assessed. Students are expected to complete all set work.
3. EXAMINATIONS - Examinations are held for all studies at the end of Unit 4.

Students will be advised by classroom teachers of all due dates well in advance.

## Changing Subjects

In order to successfully complete the VCE, a student must pass 16 Units including:

- (i) At least three Units of English/Literature
- (ii) At least three sequences of Unit 3 & 4 studies other than English

Students in Year 12 are advised not to change subjects because of criteria (ii) above and must consult with the Year 12 Program Leader if they are concerned with their program.

## Homework/home Study

Students in Year 12 can expect homework in all Units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with approximately 30 minutes of homework per night which equates to 2.5 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different to homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that students develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

### LSC Homework expectations for each subject in Year 12:

*2 – 2.5 hours per subject per week PLUS 2.5 - 3 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*



# VCE Units 3 & 4

## Rules for School-Assessed Coursework and School-Assessed Tasks

The VCAA sets down seven rules which a student must observe when preparing work for assessment.

These rules apply to School-assessed Coursework, they are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
  - Text, websites and source material
  - The name/s and status of any person/s that provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
  - Acceptable levels of assistance include:
    - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
    - Prompting and general advice from another person or source which leads to refinements and/or self-correction
  - Unacceptable forms of assistance include:
    - Use of, or copying of, another person's work or other resources without acknowledgment
    - Corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

A student who uses a computer to produce school-assessed work is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability,
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements, and
- Each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

# Pathways

Here are some possible units, along with either English or Literature that is available to consider for some **VCE** Pathways. These are suggested subjects only.

PATHWAY	Suggested SUBJECTS				
<b>Arts</b>	Studio Art	Visual Communication & Design	Design and Technology either Wood or Fabrics/ Drama/Music/Media VET – Photography or Multimedia		
<b>Performing Arts</b>	Drama	Music	VET – Photography, Music or Multimedia	Media	Own Choice
<b>Business</b>	Mathematics	Business Management	Accounting	Legal Studies	Information Technology
<b>Health</b>	Mathematics	Health & Human Development	Biology	VET – Community Recreation/ Child Care	Own Choice
<b>Technology and Design</b>	Mathematics	Technology and Design	VET	Visual Communication & Design/ Media	Own Choice
<b>Physical</b>	Physical Education	Outdoor & Environmental Education	Health & Human Development/ Biology	VET – Community Recreation/ Child Care	Own Choice
<b>Maths/ Science</b>	General Mathematics	Mathematical Methods	Chemistry/Physics/Biology/Psychology		
<b>Humanities</b>	Literature	History	Sociology/International Studies Business Management/Legal Studies		
<b>ICT</b>	Mathematics	Information Technology	VET	Media	Own Choice

*Some subjects will require the signature of a teacher who can verify that you are aware of the level/type of work required and that you have the commitment to undertake these subjects. The selection of the following subjects will require a signature from:*

- *Mathematics – current maths teacher*
- *Chemistry – current science teacher*
- *Physics – current science teacher*
- *Biology – current science teacher*
- *Literature – Ms Ward or current English teacher*
- *Physical Education – Mr Hassett or current sports teacher*
- *Indonesian – Pak Collier and having done Indonesian in Years 9 or 10*
- *Food Technology - Mr Donnelly or current foods teacher*
- *Studio Arts – Ms White or current art teacher*
- *Music – Ms Newman (It is strongly recommended students should have about three years experience prior to Year 11 on a music instrument or in voice. It is also highly recommended students complete a semester of Music in Year 10 before undertaking Units 1&2. Students will be required to sit a music theory and practical performance test)*

# Applied Learning (VCAL) requirements

## **Victorian Certificate of Applied Learning**

VCAL is a Senior Secondary Certificate designed for Year 11 and 12 students that focuses on applied learning. VCAL provides students with an opportunity to study a combination of VCAL, VET and possibly some VCE units and enables students to build a flexible pathway to the workforce, further vocational training, apprenticeships, traineeships and tertiary education. VCAL aims to give students' generic skills and employability skills that are important for further education, training and employment. VCAL will be offered at Foundation, Intermediate and Senior levels, depending on the needs and abilities of the student.

Student learning programs are a combination of VCAL subjects and VET programs.

- The emphasis of VCAL is on applied learning. This means project based learning that is linked to areas of vocational interest and subjects that provide young people with the skills needed for future employment and training.

Students must satisfactorily complete a minimum of ten credits to achieve a VCAL Level Certificate. Six of these must be at the VCAL certificate level in which the student is enrolled. One credit is equivalent to a VCAL unit, a VCE unit, a VCE/VET unit or 100 hours of Vocational or Further Education modules.

Students must acquire at least one credit of:

1. Literacy (or English) and Numeracy (or Maths)
  - This includes Literacy and Numeracy at an appropriate level for the students, aiming to provide them with the skills that enable progression to work, or further study.
  - The learning program will in most cases mean students will complete 3.75 hours of both Literacy and Numeracy each week.
2. Industry Specific Skills (VET and/or an industry based program)
  - This Unit develops skills, knowledge and behaviour related to specific industry sectors.
3. Personal Development Skills
  - This Unit aims to develop skills; knowledge and behaviours that provide improved self confidence, increased self esteem and community involvement through a selected practical area of passion or interest.
  - Personal development skills can be accessed through a focus on Art, Drama, Fitness, Foods, Media or Product Design Technology with a focus in Wood.
4. Work Related Skills
  - The purpose of this Unit is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment.
    - All students will be actively encouraged to seek part time employment as well as participate in Structured Workplace Learning of 1 day per week or block work placement.

These credits are required to meet the need to demonstrate competency in each of the four VCAL learning strands: Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills. It is important that the Literacy (or English) credit and the Personal Development Skills credit are at or above the certificate level the student is completing for certification.

**Students should:**

- identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and their PDS selection
- complete the draft Applied Learning application form and subject selection sheet at the back of the handbook

## **Supporting Students through their Final Years of Secondary Schooling**

The final Senior Years of a student's education are important and also very exciting because students have usually realised what their future pathway choice is and know exactly what they need to achieve in order to attain their pathway goal. Together, students and parents can be a very powerful team in ensuring the student reaches their full learning potential in the Senior Years.

What can parents do to help?

- Keep the year in perspective;
- Try to be realistic with expectations;
- Encourage self-belief and give lots of positive encouraging feedback;
- Be available to listen and talk through things when they need to;
- Have realistic expectations about the amount of household chores that are expected;
- Try not to compare them or their marks to others;
- Keep an eye on both their physical and emotional health and seek help if needed;
- Encourage them to get lots of sleep;
- Encourage them to start the day with a healthy breakfast to provide energy for the brain and make concentration and learning easier;
- Provide a suitable place for study that is quiet and free from distractions;
- Encourage uninterrupted homework/study time by offering to answer the phone and take messages during this time;
- Discuss what sort of help is needed from you. For example, whether it would be beneficial for you to read the texts to assist with informal discussion.
- Encourage students to take advantage of the Maths help and English support after school programs
- Avoid planning an extended family holidays during scheduled class time to maximise face-to-face teaching time.

## **Juggling Part-Time Work and School**

It can often be difficult to decide whether to undertake part time work during the final years of school. Parents/carers are often concerned that too much time will be taken away from study. On the other hand students often appreciate the break and the extra money. As with most things during these years of schooling it is about balance. More than 10 hours a week may become unmanageable. It is also useful if the employer is "understanding" and willing to reduce work time during busy times at school and at exam time.

## Parent / Student Teacher Interviews

Parent Teacher Interviews are conducted each semester and will follow Progress reports. Progress reports are updated 5 times a year using Compass.

- Parents teacher interviews will be booked through Compass;
- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;
- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students should also attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student's teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured;
- It is important to make an appointment with your child's Pathways teacher as they have a good understanding of their overall progress.

## High Cost Subjects

Some subjects are deemed as 'High Cost' due to the materials or excursion costs involved in running the subject. Parents will be made aware of the costs when they attend Course Counseling sessions with their students.

**In order to commence a High Cost Subject, all fees must be paid by Friday 18<sup>th</sup> November 2016.**

In VCE the High Cost Subjects include:

- Drama,
- Food Technology,
- Product Design Technology and
- Outdoor Education

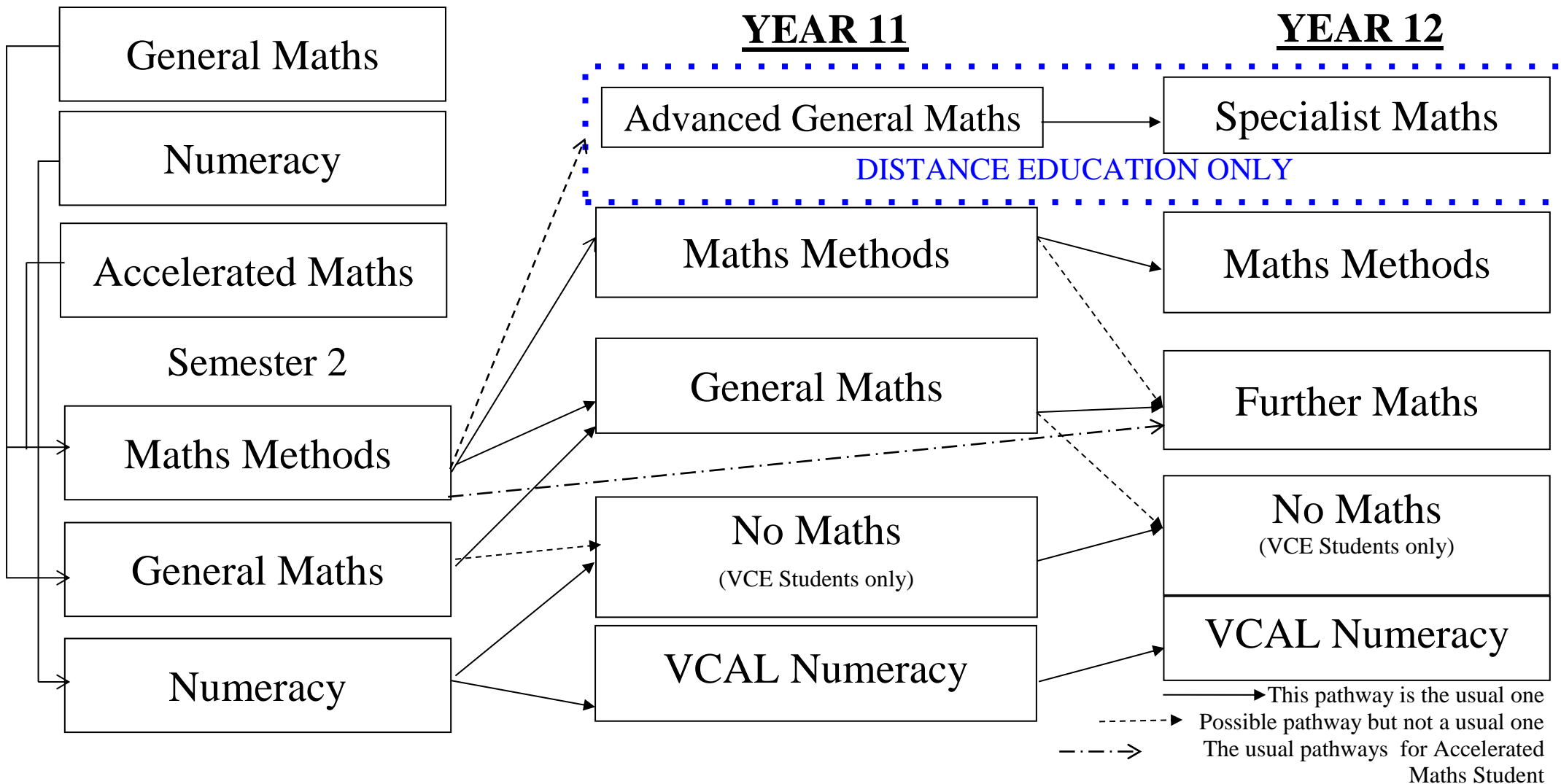
# LARA SECONDARY COLLEGE

## MATHEMATICS PATHWAY MAP FOR SENIOR YEARS

### YEAR 10

The Mathematics Pathway students undertake will depend on their progress at the current year level. Students must achieve an average result of 60% or more to continue in Maths at the same level that they are currently working at. For example a student would require a 60% average in Maths Methods in Year 10 to undertake Year 11 Maths Methods. General Maths and Further Maths are at the same level.

### Semester 1







### **Course Outline**

The study of Accounting focuses on the financial management of a small business. In Year 11 students will use the single-entry approach to manual recording and will be introduced to use of Information Technology in undertaking various accounting procedures.

### **Unit 1 - Establishing and Operating a Service Business**

This Unit focuses on the accounting and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for use by the owner in a small business.

There will also be an introduction to the use of Information and Communications Technologies in undertaking these accounting procedures.

Outcomes: On completion of the Unit students will be able to

- Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
- Identify and record, report and explain the financial data and information for the owner of a service business
- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

### **Unit 2 - Accounting for a Trading Business**

This Unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will be introduced to an accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions.

Outcomes: On completion of the Unit students will be able to

- Record and report financial data and information for a sole trader.
- Record and report financial data and information using accounting software package (QuickBooks) and explain and evaluate the role of Information Communication Technology in accounting.
- Be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

### **Assessment**

Satisfactory completion will be based on the achievement of Outcomes.

For Units 1 & 2 these Outcomes are; Investigation and Presentation of a small business; A folio of exercises in relation to the recording, reporting and analysis of accounting information; The ability to describe ways in which Accounting contributes to effective decision making in the form of a report.

### **Examinations**

Students will sit an end of Semester one and two examination.

### Course Outline

Both Units 3 & 4 examine the underlying principles and professional practices of accounting; the managerial role of the accountant and the likely future directions in accounting; the double entry system using the accrual basis is emphasised.

Students are required to use Information Technology to prepare information for recording and to use the capacity of electronic software to present and interpret the information produced.

### Unit 3 - Recording and Reporting for a Trading Business

Units 3 and 4 are designed to be taken as a sequence. Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to a double entry system using the accrual basis of accounting.

Outcomes: On completion of the Unit students will be able to

- Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
- Record balance day adjustments and prepare and interpret accounting reports.

### Unit 4 - Control and Analysis of Business Performance

This Unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording and reporting on the accrual basis. Budgeting for cash, financial performance and financial position are also covered in this Unit.

Outcomes: On completion of the Unit students will be able to

- Record and report financial data and information using a double-entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
- Prepare budgets and variance reports, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

### Assessment

Satisfactory completion will be based on the achievement of Outcomes.

The student's level of achievement in this subject will be determined by School-assessed Coursework and an end-of-year examination. This comprises of:

- Graded Assessment Tasks for Unit 3 will contribute 25% of final mark
- Graded Assessment Tasks for Unit 4 will contribute 25% of final mark
- End of Year Examination will contribute 50% of final mark

### Examinations

Students will undertake an examination at the end of the year based on Unit 3 and 4 course work.

## Course Outline

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment.

## Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.

### Outcomes:

- Investigate and explain how cellular structures and systems function to sustain life
- 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.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

## Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.

### Outcomes:

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- 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
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

## Assessment

Units 1 & 2 are assessed within the school. A wide range of activities are used for assessment, including practical work, assignments, presentations, fieldwork reports, tests and questions from the text.

## Examinations

All Biology students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout the year.

## Course Outline

Biology is the study of living things, from large complex multi-cellular organisms to the tiniest single celled micro-organisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

## Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces.

### Outcomes:

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

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species.

### Outcomes:

- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- 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
- 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.

## Assessment

Units 3 & 4 are assessed partly within the school, from practical activities and assignments, and also externally with an end of year exam.

## Examinations

All Biology students will sit an external end of year examination, relating to the set outcomes completed throughout the year.

# Business Management

## Unit 1 & 2

### Course Outline

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

### Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

#### Outcomes:

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning.

### Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

#### Outcomes:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

### Assessment

Satisfactory completion will be based on the achievement of the Outcomes.

Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and a satisfactory completion of class work.

### Examinations

All students will sit both a Semester One and a Semester Two examination in Business Management.

# Business Management

## Unit 3 & 4

### Course Outline

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

### Unit 3 – Managing a business

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

#### Outcomes:

- Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

### Unit 4 – Transforming a business

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

#### Outcomes:

- Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

### Assessment

Satisfactory completion will be based on the achievement of set outcomes. Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and satisfactory completion of class work.

### Examinations

End of year examination

### Course Outline

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?

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

#### Outcomes:

- 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.
- 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.
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

### Unit 2: What makes water such a unique chemical?

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

#### Outcomes:

- Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases
- Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data

### Assessment

Units 1 & 2 are assessed within the school. A variety of means are used for assessment including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

### Examinations

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.

### Course Outline

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

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

#### Outcomes:

- 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.
- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

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

#### Outcomes:

- 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.
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

### Assessment

Units 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations.

### Examinations

All Chemistry students will an external exam. The exam covers outcomes completed in Unit 3 and Unit 4.



## **Unit 1 – Computing**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

### **Outcome 1 – Data and graphic solutions**

Student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation

### **Outcome 2 – Networks**

Student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users

### **Outcome 3 – Collaboration and communication**

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

## **Unit 2 – Computing**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

### **Outcome 1 – Programming**

Student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

### **Outcome 2 – Data analysis and visualisation**

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

### **Outcome 3 – Data management**

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

## **Assessment**

Assessment in Units 1 & 2 is school-based. Students must demonstrate competency in 6 outcomes – one for each study area outlined above involving coursework (folio), class work, homework, oral/group assessment, and tests or examinations.

## **Examinations**

Students are required to complete an examination at the end of Unit 1 & 2

## **Course Outline**

This course focuses on how individuals or organizations use ICT to solve information problems and to participate actively in a society where ICT is commonplace. Students learn how to solve information problems and strategies to protect the integrity and security of information as well as ethical issues associated with the collection of data, communication and disposal of information.

## **Unit 3: Informatics**

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

### **Outcome 1 – Organisations and data management**

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

### **Outcome 2 – Data analytics: drawing conclusions**

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

## **Unit 4: Informatics**

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

### **Outcome 1 – Data analytics: presenting the findings**

Students' student should be able to 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.

### **Outcome 2 – Information management**

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

### Assessment

Assessment (In school assessment worth 50% of the final study score)

### School-assessed Task

The student's level of achievement in Outcome 2 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided in the following table.

The School-assessed Task will contribute 30 per cent to the study score.

Outcomes	Assessment tasks
<p><b>Unit 3</b> <b>Outcome 2</b> Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.</p>	<p>A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn and an outline of the findings supporting the conclusion AND A collection of data sets, and information derived from them, that allows a conclusion to be drawn about the hypothesis and evidence of:</p> <ul style="list-style-type: none"> <li>• The specifications for creating the information</li> <li>• Acknowledgment of intellectual property</li> <li>• The validation and manipulation processes and techniques used</li> <li>• The methods used to secure stored and communicated data and information</li> </ul> <p>AND A project plan (Gantt charts) indicating times, resources and tasks.</p>
<p><b>Unit 4</b> <b>Outcome 1</b> Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.</p>	<p>A folio of two or three alternative design ideas and the detailed design specifications of the preferred design AND A multimodal online solution that communicates the confirmation or refutation of a hypothesis as detailed in Unit 3 AND</p> <ul style="list-style-type: none"> <li>• An evaluation of the effectiveness of the solution</li> <li>• An assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress</li> </ul> <p>In one of the following:</p> <ul style="list-style-type: none"> <li>• A written report</li> <li>• An annotated visual plan</li> </ul>

### Examinations

Examination (External 2 hour written examination in November – worth 50% of final study score) – Students respond to materials in the form of design briefs, organizational profiles and visual images on all outcomes studied in Units 3 and 4.



### **Course Outline**

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

### **Unit 1: Dramatic storytelling**

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulates expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

#### **Outcome 1**

Student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories.

#### **Outcome 2**

Student should be able to perform a devised drama work/s to an audience.

#### **Outcome 3**

Student should be able to analyse the development and performance to an audience of their non-naturalistic devised work.

#### **Outcome 4**

Student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

### **Unit 2: Non-naturalistic Australian Drama**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Theatrical conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

This unit also involves analysis of a student's own performance work as well as the performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers;
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

#### **Outcome 1**

Student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.

#### **Outcome 2**

Student should be able to present a performance of a devised nonnaturalistic work to an audience.

#### **Outcome 3**

Student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work.

#### **Outcome 4**

Student should be able to analyse a performance of an Australian drama work.

#### **Assessment**

Set tasks throughout the semester will be graded and form the basis for the unit result. Satisfactory completion is awarded upon satisfactory completion of all work and a minimum of 80% satisfactory completion of class work.

#### **Examinations**

Unit 1 content will be assessed through a written exam at the end of semester one. Unit 2 content will be assessed through a written exam and a performance exam at the end of semester two.

### Course Outline

#### Unit 3 – Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

**Outcome 1** - Student should be able to develop and present character/s within a non-naturalistic ensemble performance.

**Outcome 2** - Student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

**Outcome 3** - Student should be able to analyse and evaluate a non-naturalistic performance.

#### Unit 4 – Non-naturalistic solo performance

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

**Outcome 1** - Student should be able to devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.

**Outcome 2** - Student should be able to create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.

**Outcome 3** - Student should be able to analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

### Assessment

Unit 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations

### Examinations

In Drama the student's level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Drama are as follows: 30 per cent (Unit 3 school-assessed coursework), 10 per cent (Unit 4 school-assessed coursework), 35 per cent (End-of-year performance examination), and 25 per cent (End-of-year written examination)

### **Course Outline**

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

### **Unit 1: The behaviour of consumers and businesses**

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

#### **Outcomes:**

- Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision-making.
- Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

### **Unit 2: Contemporary economic issues**

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

#### **Outcomes:**

- Explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
- Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
- Explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

### **Assessment**

A variety of means are used for assessment including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes and a satisfactory completion of class work.

### **Examinations**

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.



### **Unit 3: Australia's economic prosperity**

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

#### **Outcomes:**

- Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
- Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
- Explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.

### **Unit 4: Managing the economy**

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

#### **Outcomes:**

- Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
- Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

### **Assessment**

The student's level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

### **Examinations**

School-assessed coursework for Unit 3 will contribute 25 per cent.

School-assessed coursework for Unit 4 will contribute 25 per cent.

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

# English - Foundation

This course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and in alternative courses. It will focus on developing knowledge and skills in reading for information and ideas while also exploring ways that students can organise and summarise ideas and information. Its areas of study will also include a choice of communication and the workplace, technology and communication, the study of texts, effective research and the analysis and construction of argument.

## Unit 1

This unit is intended for students who have previously had support with their literacy needs and is designed as a bridging course for completion of English Units 1-4. Students selecting this will require approval from their Year 10 English/Literacy teacher.

**Learning Activities** - Students read a range of texts and develop the skills to write summaries of short texts and write for a specific purpose for a workplace or community audience. Optional topics covered include: Communication and the Workplace, Technology and Communication, The Study of Texts and Information Literacy

**Key Skills required** - Close reading and listening, effective writing and speaking and using language accurately.

**Assessed Tasks** - These will vary according to students' abilities, but will be a mix of spoken and written work.

## Unit 2

This unit is intended for students who need continued support with their literacy needs and is designed to enable students to go on to complete English Units 1-4. Students wanting to move into this unit will require approval from their Unit 1 English teacher.

**Learning Activities** - The course will cover a range of texts and students will develop the skills to discuss key parts of a short literary, everyday or media text and write for a range of purposes for workplace, personal or community audiences.

**Key Skills required** - Close reading and listening, effective writing and speaking and using language accurately.

**Assessed Tasks** - These will vary according to students' abilities, but will be a mix of spoken and written work. This course is designed for students who need additional time and assistance to strengthen their literacy skills. It will focus on developing knowledge and skills in reading for understanding, while also exploring ways that students can summarise ideas and information. Its areas of study will also include a choice of communication and the workplace, technology and communication, the study of texts, effective research and the analysis and construction of argument.

**There is no Foundation English 3 and 4 sequence. Students completing Foundation English 1 and 2 progress to VCE English 1 and 2 or a VCAL Literacy pathway.**

# English - EAL

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students who have been resident in Australia for less than seven calendar years or for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

## **Who is eligible to enrol in English (EAL)?**

A student is eligible for EAL status if:

- he or she has been resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4 (for students in 2016, that means 1 January 2009)
- English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4
- the student meets the requirement for classification as a hearing impaired student

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must apply to the Principal, and should provide the Principal with supporting documentation.

# English/ English as an Additional Language

## Unit 1 & 2

### 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.

Areas of Study: Reading and creating texts; Analysing and presenting argument

Outcomes:

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

### Unit 2

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

Areas of Study: Reading and comparing texts; Analysing and presenting argument

Outcomes:

- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text, which presents a point of view.

### Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Students must complete all Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

### Examinations

All students will sit both Semester 1 and Semester 2 examinations in English/English EAL.

# English/ English as an Additional Language

Unit 3 & 4

## Course Outline

### Unit 3

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

#### Areas of Study: Reading and creating texts; Analysing argument

Outcomes:

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
- Comprehend a spoken text (EAL ONLY)

### Unit 4

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

#### Areas of Study: Reading and comparing texts; Presenting argument

Outcomes:

- Produce a detailed comparison, which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media

### Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. Students must complete all Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

### Examinations

All students will sit Semester 2 examinations in English/English EAL

# Food Studies

## Unit 1 & 2

### Course Outline

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

### Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

#### Outcomes:

- Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

### Unit 2 – Food Makers

In this unit students investigate food systems in contemporary Australia. The unit focuses on commercial food production industries, and looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

#### Outcomes:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
- Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

### Assessment

Students are required to demonstrate achievement of all Outcomes through the use of the design process and a selection of assessment tasks.

### Examination

All Food and Technology students will sit both a Semester one and Semester two examination, relating to outcomes completed throughout the year.

### Course Outline

#### Unit 3 - Food in daily life

This unit investigates the many roles and everyday influences of food. The unit explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

#### Outcomes:

- Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
- Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

#### Unit 4 - Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. There is a focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

#### Outcomes:

- Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
- Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

#### Assessment

Demonstrations of Outcomes are based on the students' performance in school assessed coursework and an end of year examination.

#### Examination

All outcomes in Units three and four will be examined. Short and extended responses will be required.

## **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

### **Outcome 1**

Students should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

### **Outcome 2**

Students should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

## **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

### **Outcome 1**

Students should be able to analyse, describe and explain the nature of tourism at a range of scales.

### **Outcome 2**

Students should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

### **Assessment**

Units 1 & 2 are assessed within the school. A variety of means are used for assessment including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

### **Examinations**

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.



# Health & Human Development

## Unit 1 & 2

### **Course Outline**

The central focus of this study is to examine physical, social and emotional health and development across the lifespan and the requirements necessary to achieve optimal health and development. It encompasses six areas of study.

### **Unit 1: Understanding youth health and human development**

#### **Outcome 1**

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

#### **Outcome 2**

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

#### **Outcome 1**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development during the prenatal stage.

#### **Outcome 2**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's children.

#### **Outcome 3**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's adults.

### **Assessment**

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

### **Examinations**

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.

# Health & Human Development

Unit 3 & 4

## Course Outline

### Unit 3: Australia's health

#### Outcome 1

On completion of this unit the student should be able to compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.

#### Outcome 2

On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

### Unit 4: Global health and human development

#### Outcome 1

On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals.

#### Outcome 2

On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationship between health, human development and sustainability.

### Assessment

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit. Further tests may be used to satisfy the completion of the Outcomes of this Unit.

### Examinations

Students will undertake an examination at the end of Unit 4 based on this course work.

# History: Twentieth Century

## Unit 1 & 2

### Course Outline

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

### Unit 1: Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Outcomes:

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

### Unit 2 - Twentieth Century History 1945-2000

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

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.

Outcomes:

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

Satisfactory completion will be based on the following assessment tasks; Interpretation of historical cartoons, photographs, diagrams etc., Construction of detailed timelines, Research Investigation, Biographical reports/ studies.

### Examinations

All students will be required to sit an examination at the completion of each Unit.

# History: Revolutions

## Unit 3 & 4

### Course Outline

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

### Units 3 and 4: Revolutions

Students study two revolutions, considering different perspectives and the reason why different groups have made different judgments during the history of the revolution.

#### Outcome 1

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

#### Outcome 2

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

### Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History the student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent

### Examinations

End-of-year examination: 50 per cent

# Legal Studies

## Unit 1 & 2

### Course Outline

Legal Studies provides students with an analytical evaluation of the process of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implication of legal decisions on the Australian Society. This study will also assist in the development of students' knowledge of their basic legal rights and responsibilities.

### Unit 1 - Criminal Law in action

This Unit explores the difference between legal and non-legal rules, the Victorian court hierarchy, law making by parliament and courts. It focuses on the criminal justice system including, the role of the police, the process of a criminal trial and sanctions.

Areas of study include:

- Criminal Law and the Courtroom.

Outcomes:

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

### Unit 2 – Issues in Civil Law

This Unit focuses on civil dispute resolution and the processes used in civil litigation. The Unit also investigates alternative methods of dispute resolution and their effectiveness.

Areas of study include:

- Civil Law in Action and the Law in Focus.

Outcomes:

- Explain the principles of civil law and apply them to a case to justify a decision.
- Explain and evaluate the processes for the resolution of civil disputes
- 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.

### Assessment

Students must complete the Outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

### Examinations

All students will sit a Semester one and two examination in Legal Studies.

# Legal Studies

## Unit 3 & 4

### Course Outline

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

### Unit 3 - Law Making

This Unit focuses on the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes:

- Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

### Unit 4 – Resolution and justice

This Unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and the processes and procedures which operate within the legal system. It also includes a review of the operation of the legal system, giving consideration to its strengths and weaknesses, and possible areas for change and reform.

Outcomes:

- Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

### Assessment

Satisfactory achievement will be based on the achievement of Outcomes.

### Examinations

All students will sit an end of year examination in Legal Studies.

# Literature

## Unit 1 & 2

### Course Outline

The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts and extending the writing and analytical skills of students. Students will study contemporary texts and texts from a variety of historical periods and different cultural settings to further their understanding of the conventions associated with different forms of text, for example poetry, prose, drama and non print texts. They will develop the capacity to present analytical, critical and creative responses to texts orally and in writing.

### Unit 1

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.

Outcome 1 - Students should be able to respond to a range of texts and reflect on influences shaping these responses.

Outcome 2 - Students should be able to analyse the ways in which texts reflect or comment on the ideas and concerns of individuals and particular groups in society.

### Unit 2

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.

Outcome 1 - Students 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.

Outcome 2 - Students should be able to compare texts considering the dialogic nature of texts and how they influence each other.

### Assessment

Students must complete all outcomes and a minimum of 80% of set tasks throughout each Semester to achieve a satisfactory result.

### Examinations

Students will sit both a Semester one and Semester two examination.

# Literature

## Unit 3 & 4

### Course Outline

The study of Literature is a means of exploring and making sense of the human experience. Students will read and analyse a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

### Unit 3

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel.

Outcome 1 - Students should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Outcome 2 - Students should be able to respond creatively to a text and comment on the connections between the text and the response.

### Unit 4

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

Outcome 1 - Students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Outcome 2 - Students should be able to analyse features of texts and develop and justify interpretations of texts

### Assessment

Satisfactory achievement will be based on the achievement of Outcomes.

### Examinations

Students will sit an examination at the completion of Unit 4.



# LOTE: Indonesian Second Language

## Unit 1 & 2

### **Course content**

The areas of study for Indonesian Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. There are three prescribed themes: The individual; The Indonesian-speaking communities; and the changing world.

### **Unit 1**

#### **Outcome 1**

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### **Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

#### **Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

### **Unit 2**

#### **Outcome 1**

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### **Outcome 2**

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### **Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

### **Assessment**

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

### **Examinations**

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy the completion of the outcomes of this Unit.

# LOTE: Indonesian Second Language

Unit 3 & 4

## Course outline

The student is required to undertake a detailed study during Units 3 and 4. The detailed study should enable the student to explore and compare aspects of the language and culture of the Indonesian-speaking community through a range of oral and written texts in Indonesian related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories.

## Unit 3

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

### Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

## Unit 4

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

## Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

## Exams

The student's level of achievement for Unit 3 & 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 4 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

# Mathematics: General

## Unit 1 & 2

### Course Outline

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

This study is designed to enable students to:

- develop mathematical knowledge and skills
- to apply mathematical knowledge to analyse, investigate and solve a variety of problems
- To use technology to effectively support mathematical activity.

The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit. Satisfactory completion will be based on the achievement of Outcomes.

Outcome 1 - Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2 - Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts

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

### Assessment

These Outcomes will be assessed by

Task 1:

- An aggregate result of completed topic tests.

Task 2:

- An aggregate result of the assignments and modelling tasks.

Unit Exam of one and half-hour at the end of each Semester

### Examination

All students will sit a 1 ½ hour examination at the end of each Semester. Each exam will consist of multiple choice, short answer and extended answer questions. Teachers will assume all students have access to an approved graphical calculator and can have one bound book according to VCAA specifications.

# Mathematics: Further

## Unit 3 & 4

### Course Outline

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

### This study is designed to enable students to:

- develop mathematical knowledge and skills
- to apply mathematical knowledge to analyse, investigate and solve a variety of problems
- and to use technology to effectively support mathematical activity

### Unit 3 Outcomes

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

### Unit 4 Outcomes

- Outcome 1 - Define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts
- Outcome 2 - Select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
- Outcome 3 - Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Examination

All students will sit two 1 ½ hour examinations in November covering the core and the three selected modules. Examiners will assume students have access to approved graphics calculator or a CAS and one bound reference, text (which may be annotated) or a lecture pad may be brought into the exam as specified by VCAA. Examination 1 is multiple choice. Examination 2 consists of four extended answer questions equally weighted. Exam 1 contributes 33% to the study score, Exam 2 contributes 33% and internal assessment contributes 34%.

# Mathematics: Methods

## Unit 1 & 2

### Course Outline

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

This study is designed to enable students to

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.

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

### Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

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

### Examinations

All students will sit a 1 ½ hour examination at the end of each Semester. Each exam will consist of multiple choice, short answer and extended answer questions. Teachers will assume all students have access to an approved graphical calculator and can have one bound book according to VCAA specifications. Students will also sit a one hour exam where they CANNOT have a calculator or any notes.

# Mathematics: Methods

## Unit 3 & 4

### Course Outline

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

This study is designed to enable students to

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

Satisfactory completion will be based on the achievement of Outcomes.

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

### Assessment

These Outcomes will be assessed by

Application Task 1:

- A problem solving or modelling task with increasing levels of complexity.

Assessment task 2:

- A test involving all topics covered in term 1.

Assessment task 3:

- A test involving all topics covered in Unit 3.

Analysis task 1: Students should spend approximately 2 – 4 hours of class time over 1 – 2 days on a short focused investigation, which may be a challenging problem or a modelling task.

Analysis task 2: Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice.

### Examinations

All students will sit two examinations in November. The first examination is one hour and is a collection of short answer and some extended answer questions based on all areas of study. No calculators of any kind or notes are permitted. The second examination is two hours and is a collection of multiple choice questions and extended answer questions covering all areas of study. Examiners will assume all students have access to an approved graphical calculator and one bound reference, text (which may be annotated) or a lecture pad. Exam 1 contributes 22% to the study score, Exam 2 contributes 44% and internal assessment contributes 34%.

# Mathematics: Foundation

## Unit 1 & 2

### **Course outline**

The study of Foundation Mathematics provides for the continuing mathematical development of students, needing mathematical skills to support their other VCE subjects including VET. Foundation Mathematics is designed for students who do not intend to undertake Unit 3&4 Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit. Satisfactory completion will be based on the achievement of Outcomes.

### **Outcome 1 – Space, shape and design**

In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Students should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.

### **Outcome 2 – Patterns and number**

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts. Students should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.

### **Outcome 3 – Data**

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. Students should be able to select and use technology to solve problems in practical contexts.

### **Outcome 4 - Measurement**

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy

### **Assessment**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

### **Examinations**

Examination is optional.

# Mathematics: Specialist

## Unit 3 & 4

### Course Outline

Students must be enrolled in Mathematical Methods Units 3 & 4 or previously have completed it. The study of Specialist Mathematics focuses on Functions, Relations and Graphs, Calculus, Algebra, Vectors and Mechanics.

This study is designed to enable students to

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, investigate and solve a variety of problems
- Use technology to effectively support mathematical activity.

### Assessment

Satisfactory completion will be based on the achievement of Outcomes.

These Outcomes will be assessed by

#### Task 1: Analysis

- Students should spend approximately 2 – 4 hours of class time over 1 – 2 days on a short focused investigation which may be a challenging problem or a modelling task.

#### Task 2: Analysis

- Students should satisfactorily complete a test consisting of a set of application questions requiring extended response and a collection of multiple choice.

#### Task 3: Application

- A problem solving or modelling task with increasing levels of complexity.

#### Tests:

- Two equally weighted tests incorporating multiple-choice, short answer and extended response items.

### Examinations

All students will sit two examinations in November. The first examination is one hour and is a collection of short answer and some extended answer questions. No calculators of any kind or notes are permitted. The second examination is two hours and is a collection of multiple choice questions and extended answer questions covering all areas of study. Examiners will assume all students have access to an approved graphical calculator and one bound reference, text (which may be annotated) or a lecture pad.

- Exam 1 contributes 22% to the study score,
- Exam 2 contributes 44% and
- Internal assessment contributes 34%.



### **Course Outline**

V.C.E Media is the study of media texts, technologies and processes 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 including: audiovisual media (film, television, radio, video, and photography), print-based media (newspapers, magazines and related publications) and digital media technologies (the Internet, computer games and interactive multimedia).

### **Unit 1: Representation and technologies of representation**

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

#### **Area of Study 1: Representation**

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

#### Outcome 1

On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

#### Outcome 2

On completion of this unit the student should be able to construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.

#### Outcome 3

On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

### Course outline

#### **Unit 2: Media production and the media industry**

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

#### **Outcome 1**

On completion of this unit the student should be able to demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.

#### **Outcome 2**

On completion of this unit the student should be able to discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.

#### **Outcome 3**

On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

#### **Assessment**

Satisfactory completion will be based on the achievement of set outcomes.

Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

#### **Examinations**

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.

### Course outline

#### **Unit 3: Narrative and media production design**

This unit will 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.

#### **Outcome 1**

On completion of this unit the student should be able to analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.

#### **Outcome 2**

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

#### **Outcome 3**

On completion of this unit the student should be able to prepare and document a media production design plan in a selected media form for a specified audience.

#### **School-assessed task**

Assessment for Media includes a school-assessed task. The student's level of performance in achieving **Outcome 2 and 3 in Unit 3** and **Outcome 1 in Unit 4** will be assessed through a school-assessed task. This assessment will be subject to review by a panel appointed by the Victorian Curriculum and Assessment Authority.

### Course outline

#### **Unit 4: Media: process, influence and society's influence**

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

#### **Outcome 1**

On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared in Unit 3.

#### **Outcome 2**

On completion of this unit the student should be able to discuss and analyse the construction, distribution and interpretation of society's values as represented in media texts.

#### **Outcome 3**

On completion of this unit the student should be able to analyse and present arguments about the nature and extent of media influence.

### Assessment

The student's level of achievement in Unit 4 will be determined by:

- School-assessed coursework (contribute 12 per cent to the study score),
- School-assessed task (contribute 35 per cent to the study score) and
- End-of-year examination (contribute 45 per cent to the study score).

### Examinations

Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered:

- Unit 3 Outcome 1: narrative organisation in fictional media texts;
- Unit 4 Outcome 2: the role of social values in shaping a media text;
- Unit 4 Outcome 3: the nature and extent of media influence.

# Music Performance

## Unit 1 & 2

### Course outline

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.

### Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance.

**Outcome 1** – Students should be able to prepare and perform a practiced program of group and solo works

**Outcome 2** – Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance

**Outcome 3** – Students should be able to identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

### Unit 2

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance.

**Outcome 1** – Students should be able to prepare and perform a musically engaging program of group and solo works

**Outcome 2** – Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance

**Outcome 3** – Students should be able to identify, re-create, notate and transcribe elements of music and describe how selected elements of music have been interpreted in performance

**Outcome 4** – Students should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

### Assessment:

Demonstration of achievement of outcomes within the study must be based on the student's performance on a selection of assessment tasks. For Units 1 & 2 the assessment tasks include; performance tasks, demonstration and explanation of technical works, aural and written tasks and composition and improvisation exercises.

### Examinations

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.

# Music Performance

## Unit 3 & 4

### Course outline

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.

**Students will need to choose whether they will be enrolled as a solo artist or a group performer**

### Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance.

**Outcome 1** – Students should be able to present an informed, accurate and expressive performance of a program of group and solo works

**Outcome 2** – Students should be able to demonstrate performance techniques, technical work and exercises and describe their relevance to the performance of selected group and/or solo works and present an unprepared performance

**Outcome 3** – Students should be able to identify, re-create, notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works.

### Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3.

**Outcome 1** – Students should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works

**Outcome 2** – Students should be able to demonstrate performance techniques and technical work and exercises and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance

**Outcome 3** – Students should be able to identify, re-create, notate and transcribe short excerpts of music and analyse the interpretation of expressive elements of music in pre-recorded works.

### Assessment:

Demonstrations of achievement of outcomes within the study are based on the student's performance on a selection of assessment tasks.

### Exams

The student's level of achievement for Unit 3 & 4 will be determined by school-assessed coursework and two end-of-year examinations. School-assessed coursework for Unit 3 and 4 will contribute 30 per cent to the study score; an end-of-year examinations, which will contribute 50 per cent to the study score and an end-of-year aural and written examination, which will contribute 20 per cent.

# Outdoor & Environmental Education

## Unit 1 & 2

### Course Outline

The study is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

### Unit 1 - Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

#### Outcomes:

- Describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
- Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

### Unit 2 – Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

#### Outcomes:

- Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
- Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Demonstration of achievement of outcomes within the study must be based on the student's performance on a selection of assessment tasks. For Units 1 & 2 the assessment tasks include; Short reports of outdoor experiences, oral presentations, tests practical reports in non-text form, written responses.

### Examinations

All students will sit both Semester one and Semester two examinations. Further tests may be used satisfy completion of the outcomes of this Unit.

# Outdoor & Environmental Education

## Unit 3 & 4

### Course Outline

The study is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

### Unit 3 - Relationships with Natural Environments

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

Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

#### Outcomes:

- Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
- Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

### Unit 4 – Sustainable outdoor relationships

Unit Four focuses on the sustainable use and management of natural environments. It examines the contemporary state of Australian environments and focuses on the importance of maintenance to support future needs of the human population.

#### Outcomes:

- Evaluate the contemporary state of the environment and the importance of healthy environments and sustainability for individuals and society, with reference to specific outdoor experiences.
- Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

### Assessment

Demonstrations of achievement of outcomes within the study are based on the student's performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks may include: A practical report in poster or multimedia format; Tests; Short essay; Analysis of data; Written Report.

### Examinations

Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in both Units.



# Physical Education

## Units 1 & 2

### Course Outline

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

### Unit 1: The Human Body in motion

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

#### Outcomes:

- Explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

### Unit 2: Physical activity, sport and society

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

#### Outcomes:

- Create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

### Assessment

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

### Examinations

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.

# Physical Education

## Unit 3 & 4

### Course content

The study focuses on the concept of physical fitness, training methods and principals, the contribution of energy systems to performance in physical activity and the health benefits to be gained from participation in regular physical activity.

### Unit 3 – Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

**Outcome 1** - Students should be able to analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.

**Outcome 2** - Students should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

### Unit 4 – Enhancing performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components.

**Outcome 1** - Students should be able to plan and evaluate training programs to enhance specific physical fitness components.

**Outcome 2** - Students should be able to analyse and evaluate strategies designed to enhance performance or promote recovery

### Assessment

Demonstration of achievement of outcomes within the study must be based on the student's performance on a selection of assessment tasks. For Units 3 & 4 the assessment tasks include: A written report, structured questions, a laboratory activity and report and Data analysis.

### Examinations

Students will have an end of year examination at the completion of Unit 4. It will assess the understanding of work covered in these Units. Further tests may be used to satisfy completion of the outcomes of this Unit.

### Course Outline

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 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

**Outcome 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

**Outcome 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.

**Outcome 3** - Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

**Outcome 1** - Investigate, analyse and mathematically model the motion of particles and bodies.

**Outcome 2** - Explain the electrical behaviour of the human body and apply electricity concepts to biological contexts.

**Outcome 3** - Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data

### Assessment

A variety of means are used for assessment, including practical work, assignment, presentation, questions from text and tests. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

### Examinations

All students will sit both a Semester One and Semester Two examination, relating to the set outcomes completed throughout each Semester.

### Course Outline

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?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects.

**Outcome 1** - Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Outcome 2** - Analyse and evaluate an electricity generation and distribution system

**Outcome 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?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

**Outcome 1** - Apply wave concepts to analyse, interpret and explain the behaviour of light

**Outcome 2** - Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence

**Outcome 3** - Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

### Assessment

Assessment is based on school assessed coursework (Unit 3 is worth 16% and Unit 4 is worth 24 %) and end of year exam (60 %) School assessed coursework consists of summary reports of selected practical activities; answers to a range of qualitative and quantitative questions related to outcomes and data analysis and extended practical investigation.

### Examinations

All Physics students will sit an end of year exam covering Unit 3 and 4.

# Product Design & Technology:

## Wood

### Unit 1 & 2

#### **Course Outline**

The study of design and technology focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials. The origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions are covered.

#### **Unit 1 – Product re-design and sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

**Outcome 1** - On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

**Outcome 2** - On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

#### **Unit 2 – Designing within a team**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

**Outcome 1** - On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

**Outcome 2** - On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

#### **Assessment**

Satisfactory completion will be based on the achievement of Outcomes.

Set tasks throughout the Semester will be graded to form the basis for the Unit result. Satisfactory completion is awarded upon the completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

#### **Examinations**

All students will sit both a Semester one and a Semester two examination in Design and Technology.

# Product Design & Technology:

## Wood

### Unit 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. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting.

**Outcome 1** - On completion of this unit the student should be able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

**Outcome 2** - On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

**Outcome 3** - On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

#### **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.

**Outcome 1** - On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

**Outcome 2** - On completion of this unit the student should be able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

**Outcome 3** - On completion of this unit the student should be able to evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

#### **Assessment**

Satisfactory completion will be based on the achievement of Outcomes. Set tasks throughout the Semester will be graded and form the basis for the Unit result. Satisfactory completion is awarded upon completion of all Outcomes and a minimum of 80% satisfactory completion of class work.

#### **Examinations**

All students will sit an end of year examination in Design and Technology.

# Psychology

## Unit 1 & 2

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

### **Unit 1: How are behaviour and mental processes shaped?**

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

**Outcome 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.

**Outcome 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.

**Outcome 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?**

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

**Outcome 1** - Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

**Outcome 2** - Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

**Outcome 3** - Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

#### **Assessment**

Students will need to demonstrate achievement for each Unit via a selection of school-based tasks selected by the teacher, which can include an essay, poster, a multimedia presentation, empirical research activity in a report format or test.

#### **Examinations**

All students will sit a semester 1 and 2 exam.

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

#### **Outcomes:**

- 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.
- 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 wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

#### **Outcomes:**

- 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.
- 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.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

#### **Assessment**

Assessment for Units 3 and 4 will be based on 40% school based coursework and 60% external exams.

#### **Examinations**

There is one external examination at the end of the year.



## Course Outline

Sociology is a modern discipline that provides insights into social change, our identities and social relations. Like most other academic disciplines, however, there is not one sociology, but many different sociologies or theories, and each of these offer different ways of seeing and knowing the world.

## Unit 1: Youth

This unit explores the way Australians think about youth and adolescence as social categories, and the experiences of young people. Since the mid-1970s, young people have experienced major changes such as the collapse of the full-time youth labour market, increasing job insecurity, an emphasis on education and training and the impact of new technologies. Issues between generations are further crystallised by an ageing population, declining mortality and decreasing fertility rates.

**Outcome 1** - students should be able to discuss in an informed way the idea that youth and adolescence are social categories.

**Outcome 2** - students should be able to explain the key changes influencing the experience of being young in contemporary Australian society.

**Outcome 3** - students should be able to analyse how young people are represented in institutional and governmental policy, the various strategies used to govern young people and their participation in democratic practices.

## Unit 2: Family, education and the workplace

This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and has undergone major recent change. It is not unusual to hear reports of the 'death of the family'. Both the structure and experience of education has also changed dramatically over the last few decades, and since the mid 1970s, the labour market has changed substantially.

**Outcome 1** - Students should be able to identify and analyse the various forms of families in Australia and the social implications of their diverse forms.

**Outcome 2** - Students should be able to describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.

## Assessment

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

## Examinations

All students will sit both Semester one and Semester two examinations. Further tests may be used to satisfy completion of the outcomes of this Unit.

## **Course Outline**

### **Unit 3: Community, culture and society**

This unit explores the ways Australians have thought about the idea of community and how we experience various forms of community. The idea of community has been a consistent point of reference in all societies. Why do people continue to form attachments either to particular places or to certain kinds of people and refer to that connection as 'community'?

#### **Outcome 1**

On completion of this unit the student should be able to analyse the key issues involved in and changes to the concept of community.

#### **Outcome 2**

On completion of this unit the student should be able to analyse key debates on the concept of culture.

### **Unit 4: Citizenship and globalisation**

This unit explores the process known as globalisation, entailing the rise of an information society, and the implications of this for democracy and citizenship. It raises questions about the very meaning and experience of citizenship in a globalising world.

#### **Outcome 1**

On completion of this unit the student should be able to evaluate the ways in which people define and engage in citizenship in the Australian context.

#### **Outcome 2**

On completion of this unit the student should be able to evaluate the impact of globalisation on contemporary and future social life in Australia.

### **Assessment**

In Sociology the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Sociology are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

### **Examinations**

Students are to sit an end of the year exam assessed by the VCAA.

### **Course Outline**

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

### **Unit 1 - Studio Inspiration and Techniques**

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

#### Outcomes:

- Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
- Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
- Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

### **Unit 2 - Studio Exploration and Concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

#### Outcomes:

- Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
- Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

### **Assessment**

Satisfactory completion will be based on the achievement of all the Outcomes for Unit 1 and 2. These will include; a folio of varied ideas and sources of inspiration and experiments plus evaluation of the work produced; finished artworks appropriately presented and produced; Research reports and essays.

### **Examinations**

Examinations for both Unit one and two

### **Unit 3 - Studio Practices and Processes**

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

#### **Outcomes:**

- Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
- Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
- Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

### **Unit 4 - Studio Practice and Art Industry Contexts**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

#### **Outcomes:**

- Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.
- Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

#### **Assessment**

Satisfactory completion of the Units is based on the achievement of the Outcomes for both Units. These will include; Development of a work brief and outcome statement; Folios showing the design process and the development of the finished artworks; Research works throughout the year, class SATs; Exams.

#### **Examinations**

Students are to sit an end of the year exam assessed by the VCAA.

# Visual Communication & Design

Unit 1 & 2

## Course Outline

The study of Visual Communication and Design focuses on Instrumental Drawing, Freehand drawing and Rendering, the Visual Communication Production Process, Developing Communications and Visual communication in context.

## Unit 1 – Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### Outcomes:

- Student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
- Student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

## Unit 2 – Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

### Outcomes:

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

## Assessment

Tasks will be set to combine both practical folio based work and written research topics. A satisfactory result is awarded upon the satisfactory completion of all outcomes and a minimum of 80% satisfactory completion of set class work.

## Examinations

All Visual Communication and Design students will sit both a Semester one and Semester two examination, relating to the set outcomes completed throughout the year.

# Visual Communication & Design

## Unit 3 & 4

### Course Outline

Unit 3 & 4 focuses on; Communication Design, Communication Analysis, Investigating Professional Practice, Developing a Brief and Completing the overall product. Students use a mixed range of materials, learning about the skills of design and computer-generated graphics involved in the practical work. Students research and explore the roles of professionals in the community.

### Unit 3 – Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

#### Outcomes:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Apply design thinking skills in preparing brief, undertaking research and generating a range of ideas relevant to the brief.

### Unit 4 – Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

#### Outcomes:

- 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.
- Produce final visual communication presentations that satisfy the requirements of the brief.
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

### Assessment

Set tasks will be set to combine both practical folio based work and written annotations. A satisfactory result is awarded upon the satisfactory completion of all outcomes and a minimum of 80% satisfactory completion of set class work.

### Examinations

The end of year exam will focus on; Knowledge of drawing systems and skill in drawing and rendering; Development of solutions to visual communication problems; Analysis and evaluation of examples of visual communication; Processes and procedures used to produce visual communications.

# Example of Senior VCE Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:15am	Subject 1	Subject 5	Subject 3	Subject 4	Subject 5
10:15am – 11:30am	Subject 2	Pathways	Subject 4	Subject 6	Subject 6
<b>11:30am – 12:00 noon</b>	<b>Recess</b>				
12:00 noon – 1:15pm	Subject 3	Subject 6	Subject 2	Subject 5	Subject 1
<b>1:15pm – 2:05pm</b>	<b>Lunch</b>				
2:05pm – 3:20pm	Subject 4	Subject 1	Subject 3	Additional private study session	Subject 2

Each subject gets 3 one hour and fifteen minute (75 minute) sessions every week. Pathways will run for one 75 minute session per week.

Each student at Years 10 and 11 will do six subjects each semester. Year 12 students will do five subjects and have one time block as a study session.

# Example of Applied Learning Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:15am	No scheduled Applied Learning classes on this day	PDS	No scheduled Applied Learning classes on this day	Literacy	Pathways/WRS
10:15am – 11:30am		Pathways/WRS		Numeracy	Literacy
<b>11:30am – 12:00 noon</b>		<b>Recess</b>		<b>Recess</b>	
12:00 noon – 1:15pm		Numeracy		PDS	Numeracy
<b>1:15pm – 2:05pm</b>		<b>Lunch</b>		<b>Lunch</b>	
2:05pm – 3:20pm		Literacy		PDS	Additional private study session

Each subject gets 3 one hour and fifteen minute (75 minute) sessions every week. Pathways will run for one 75-minute session per week.

Each student at Years 10 and 11 will do six subjects each semester. Year 12 students will do five subjects and have one time block as a study session.



# VET Studies

VET is Vocational Education and Training. VET provides an opportunity for students to learn from experience in training institutions and actual workplaces and to gain a nationally recognised qualification. VET courses are programs that have been designed by industries to train people for that particular industry. VET courses skill people in specific areas that directly relate to requirements of that workplace. Because they are designed by industry, VET courses increase the chances of employability of the student in that particular industry. However, success in VET requires a high level of commitment.

## VET as part of VCE

### VCE VET courses:

Many VET courses are also accredited as VCE units. This allows the student to train in a particular industry and complete VCE units in the same course. This is known as VCE VET. These 3 & 4 units may contribute to a student's ATAR, some via Scored Assessment similar to that of a VCE subject.

### Other VET courses:

Other VET courses can also count towards VCE based on the number of nominal hours for the course. Certificate II courses can count towards VCE at Unit 1 & 2 level and Certificate III courses can count towards Unit 3 & 4 level.

This means that you will get training in a specific vocational area, for instance hospitality, information technology, music production or child care. This training will contribute towards satisfactory completion of your VCE, may contribute towards your VCE score (ATAR) and it will give you a nationally recognised vocational qualification. This will provide you with access to further training, and improve your chances of getting work or an apprenticeship when you leave the college.

- Choose the VET certificate that best suits you. This takes the place of one (1) VCE subject
- Choose 5 VCE subjects of which one (1) must be English
- Fill out the application form with assistance from your Pathways teacher, our Career Advisor, your parents/guardians, and provide the \$50 deposit.
- Have an interview with the VET coordinator (Mr Hassett)
- Complete a Regional Application Form.

A 'Vet in the VCE' year 11 program may look like this: (Sample only)

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
VCE English or Literature Units 1&2	VET Certificate III Community Services: Children's Services	VCE Maths General Units 1&2	VCE Psychology Units 1&2	VCE Health and Human Development Units 1&2	Biology Units 1 & 2

You may want to have your VCE subjects "matching" your VET certificate or you may choose "non-matching" VCE subjects.

## **VET as part of Applied Learning**

Students studying for their VCAL certificate usually complete part or all of a VET certificate. These students will complete their course with a VCAL certificate and a VET certificate. Any accredited VET course at Certificate I, II or III level can make up part of a VCAL program.

### **A VET pathway has many advantages for students as it:**

- Provides a more vocational focus that can include work placement.
- Develops skills and work place competencies that are valued by employers and so improves job opportunities.
- Offers completion of two certificates: a VET certificate along with either VCE or VCAL.

Access to VET will be offered through Geelong Industry Trade Training Centre (GITTC) and at the Gordon TAFE, both are Registered Training Organisation delivering a range of VET Certificates. Students may wish to study a course, however transport is not provided.

First year VET programs throughout Geelong are run on Wednesday afternoons, second year usually Monday afternoons, and both extend beyond the normal school finishing hours. This allows VET to be provided in one extended session per week.

Students receive an **S** for a unit of competence or module when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VET units is calculated automatically as students satisfactorily complete the units of competence required for the certificate being studied.

### **VET is suited to students who:**

- are thinking of obtaining an apprenticeship or traineeship after school
- are already skilled in an industry area and can gain excellent study scores for university entry
- would like to gain an industry qualification, as well as their VCE or VCAL
- enjoy a more “hands on” learning environment
- want to keep their options open after completing Year 12
- want to obtain part-time work in an industry

When selecting a VET course please note: where the course is offered at multiple locations in Geelong that the student will be enrolled in the course that is provided by a State School. The only exception to this is if the course is not running due to low attendance or the student does not gain a position due to the course being full. At this stage this applies to a VET placement in the following courses:

Automotive Studies, Carpentry, Engineering, Hairdressing, Hospitality, Kitchen Operation, Interactive Digital Media & Retail Make-up & Skincare. Alternatives will be explored if a VET placement in a State School is not an option.

**There are fees associated with each VET course. Students applying for a VET course will be required to provide a \$200 deposit to be paid by the end of the 2016 school year and the remainder paid by the end of week two 2017. Failure to pay this fee will result in the student being withdrawn from the course.**

**All Year 11 Applied Learning students MUST choose a VET course.**

# VET Studies

Possible VET Courses for LSC Students	Locations
Certificate II in Agriculture ACM20110	Covenant College
Certificate III in Allied Health Assistance (Remedial Massage) HLT32412	Gordon TAFE, KARINGAL & Northern Bay Secondary College
Certificate II in Animal Studies ACM20110	Gordon TAFE (City)
Certificate II in Applied Fashion Design and Technology LMT21707	Gordon TAFE (City)
Certificate II in Automotive Studies – Motor Mechanics (Pre-Vocational) 22015VIC	Gordon TAFE (East Geelong) & GITTC
Certificate II in Automotive Studies – Panel and Paint (Pre-Vocational) 22015VIC	Gordon TAFE (City)
Certificate II in Building and Construction (Bricklaying Preapprenticeship) 22216VIC	Gordon TAFE (East Geelong)
Certificate II in Building and Construction (Carpentry Preapprenticeship) 22216VIC	Gordon TAFE (East Geelong) & GITTC
Certificate II in Building and Construction (Painting and Decorating Pre-apprenticeship) 22216VIC	Gordon TAFE (East Geelong)
Certificate II in Business BSB20112 (and selected units from Certificate III in Business BSB30112)	Northern Bay Secondary College
Certificate II in Community Services Work CHC20112 (With selected units from CHC30112 Certificate III in Community Services Work)	Gordon TAFE (City)
Certificate II in Conservation and Land Management ACM21010	Covenant College
Certificate II in Dance CUA20111	Geelong High
Certificate II in Electrotechnology Studies (Pre-vocational) 22261VIC	Gordon TAFE (East Geelong)
Certificate II in Engineering Studies (Mechanical) 22209VIC	Gordon TAFE (East Geelong) & GITTC
Certificate II in Engineering Studies (Fabrication) 22209VIC	Gordon TAFE (East Geelong) & GITTC
Certificate II in Equine Studies 22246VIC	Bellarine Secondary College
Certificate II in Furniture Making LMF20309	Gordon TAFE (East Geelong)
Certificate II in Hospitality SIT20213 (and selected units from Certificate III in Hospitality SIT30713)	Gordon TAFE (City)
Certificate II in Kitchen Operations SIT20312	Gordon TAFE (City) & GITTC
Certificate II in Horticulture ACM20410	Covenant College

## VET Studies continued...

Possible VET Courses for LSC Students	Locations
Certificate II in Information, Digital Media and Technology ICA20111	Gordon TAFE (East Geelong)
Certificate III in Information, Digital Media and Technology (partial completion) ICA30111	Gordon TAFE (East Geelong) & Northern Bay Secondary College
Certificate II in Integrated Technologies 22071VIC	GITTC
Certificate III in Media (Interactive Digital Media) CUF30107	Gordon TAFE (City)
Certificate III in Music (Performance) CUS30109	Bellarine Secondary College
Certificate III in Music (Technical Production) CUS30209	Mathew Flinders Secondary College, Belmont High School & Northern Bay Secondary College
Certificate II in Outdoor Recreation SIS20213	Belmont High School
Certificate III in Sport and Recreation SIS30513	Belmont High School & North Geelong Secondary College
Certificate III in Aged Care CHC30212	Bellarine Secondary College
Certificate III in Home Community Care CHC30312 (dual)	Bellarine Secondary College
Certificate III in Beauty Services SIB30110	Gordon TAFE (City) & GITTC
Certificate III in Business Administration (Medical) BSB31112	Northern Bay Secondary College
Certificate III in Business Administration (Education) BSB30912	Northern Bay Secondary College
Certificate III in Early Childhood Education and Care CHC30113	Gordon TAFE (City)
Certificate III in Education Support CHC30213	
Certificate III in Events SIT30612	Gordon TAFE (City)
Certificate III in Fitness SIS30313	Gordon TAFE (East Geelong)
Certificate II in Hairdressing SIH20111	Gordon TAFE (City) & GITTC
Certificate IV in Music (Performance) CUS40109	Belmont Secondary College
Certificate II in Nail Technology SIB20210	GITTC
Certificate II in Plumbing (Pre-apprenticeship) 22138VIC	Gordon (TAFE East Geelong)

# VET Studies continued...

Possible VET Courses for LSC Students	Locations
Certificate IV in Photo Imaging CUV40411	
Certificate II in Printing and Graphic Arts (Desktop Publishing) ICP20210	Gordon TAFE (City)
Certificate II in Retail Make-up and Skin Care SIB20110	Gordon TAFE (City) & GITTC
Certificate III in Visual Arts (Painting & Drawing) CUV30111	

It is recommended that students read the relevant VET brochure for information about each course.

## Cost

Students should note that the majority of VET students will be responsible for purchasing their own protective clothing and equipment and contributing to the cost of specialist speakers, materials, excursions and consumables. Costs in excess of \$200 are common and will be specified on the booklist each year.

# School Based Apprenticeships

A School-Based Apprenticeship (SBA) combines education, training and employment.

It is an opportunity for VCAL/ VCE students to undertake a Certificate III as a paid employee. Training can be both on and off-the-job.

## **SBA's are suited to students who**

- Are at least 15 years of age and enrolled at school in VCE or VCAL
- Wish to apply for an apprenticeship or traineeship at the end of their schooling
- Would like to gain an industry qualification as well as their VCE or VCAL
- Want to keep their options open – broaden pathway choices after completing Year 12

## **How long does it take?**

- 12 months in most industries such as childcare, community services, business
  - Working and training 13 hours per week, and attending school the rest of the week
- 2 years in a few industries such as patisserie
  - Working and training 13 hours per week, and attending school the rest of the week

An SBA in Certificate III can be the equivalent of two Unit 3 & 4 subjects in the VCE, and it counts as a fifth subject in the calculation of the ATAR (contributes 10% of the average of the primary 4 subjects)

An SBA in Certificate II is the equivalent of two Unit 1 & 2 subjects in the VCE.

An SBA contributes to two of the four VCAL strands – Work Related Skills and Industry Specific Skills.

## **What to do?**

**Make sure the results from all certificates undertaken while you are at school have been given to the school (i.e. Nell Wilson – careers coordinator or Rohan Donnelly – Senior Years administrator) before you exit.**

**For example: Certificates completed as part of work in the hospitality industry, at a supermarket...**

## Choosing VCE Subjects - Choose Carefully

In choosing subjects for Year 11 you need to also consider what subjects you will do in Year 12. Year 12 subjects you choose now will be an indication of your preferred pathway and not necessarily what you will take in Year 12. You will be required to do 6 subjects in Year 11 and 5 in Year 12 with English or Literature being the only compulsory subject. Every effort will be made to give you your first choices but student numbers and timetabling restrictions may restrict this. If you are currently successfully doing a VCE subject or a VET you may choose to do Units 3&4 in Year 11.

### Choices for Year 11

BLOCK	A	B	C	D	E	F
SUBJECT						
Signature of Teacher if required						

### Alternative Choices

Please provide a list of extra units in case any of those listed in the boxes above are not available. (Every possible effort will be made to provide you with your original choices)

BLOCK	A	B	C	D	E	F
SUBJECT						

### Proposed choices for Year 12

SUBJECT					
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Are there any subjects that you have not been able to select because they clash with another one you have selected? If so what subjects are they?

1. \_\_\_\_\_

2. \_\_\_\_\_



## Choosing Applied Learning for Year 11

In order to complete a VCAL certificate, students need to incorporate the following course requirements:

- Literacy
- Numeracy
- Work Related Skills (WRS)
- Personal Development Skills (PDS)

<p style="text-align: center;"><b>VET</b></p> <p>As part of the VCAL pathway all Applied Learning students are required to complete a VET certificate.</p> <p>Please identify the VET certificate you are currently completing (or have completed)</p> <p>_____</p> <p>If you aren't currently completing (or have completed) a VET certificate you need to undertake an SbA (School-based apprenticeship).</p> <p>Please indicate an SbA which you would undertake</p> <p>_____</p>	<b>Numeracy</b>
	<b>Literacy</b>
	<b>PDS</b>

Signed: Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Pathways Teacher \_\_\_\_\_

Applied Learning Coordinator \_\_\_\_\_

**Lara Secondary College VCAL  
Application Form 2017**



**VCAL Course Counselling Interview**

Counsellor \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

1. What is your planned pathway beyond school?

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2. How will doing VCAL next year assist you in that pathway?

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3. What do you think our expectations of you as a VCAL student will be?

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4. What VET course/s are you currently doing or plan to complete in line with your VCAL and pathway?

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5. What work placements do you plan to complete? Do you have any contacts for work placements in your chosen area?

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6. Anything else you would like the school to consider for your selection?

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