PENINSULA

GRAMMAR

INSPIRING PERFORMANCE

VCE SUBJECT SELECTION

2023

VCE AT PENINSULA GRAMMAR

With the two most challenging years of the VCE now behind us, but with vivid memories of the challenges we had to overcome, it gives me renewed strength to share with you, the breadth of our VCE offering. This is a unique time in the life of a student, as the begin to question the roads they will travel and the rungs of the ladder they need to climb in order to choose which direction they will turn.

At Peninsula Grammar we afford every student choice, and in so doing enable them to pursue their passion and journey on their quest for excellence across any endeavour. We are strongly committed to a rich learning experience for every student, whether they be wanting to pursue tertiary studies or complete a VET program that helps provide a platform from which to build a career straight after graduation.

Under the careful and considered guidance of Melissa Wolsley-Findlay, our Director of VCE, every student is known, their learning style understood and their hopes and dreams for the future prepared for through the support of our exceptional Careers Team. I encourage you to take full advantage of the resources available to you and to make the most of what I am sure will be one of the most influential and memorable times of your life.

Mr. Stuart Johnston
Principal

WELCOME TO VCE AT PENINSULA GRAMMAR

We have spent considerable time and energy in designing our VCE program and are pleased to be able to offer a comprehensive list of 37 VCE subjects. Our VCE structures are designed to achieve maximum flexibility to offer the best options for our students. Vertical timetabling often allows mixed classes of Years 11 and 12 students facilitating wider patterns of course selection than most other schools can manage.

Our expert and committed staff members are well organised for the VCE. You will receive detailed course documentation to assist you monitor your own deadlines and progress. Feedback on your progress will be given often, either in the form of continuous feedback via Zenith or personally in the friendly way that characterises the professional student-staff relationships in the Senior School.

The State-wide growth in the area of Vocational Educational and Training courses has been reflected in the subject selection of our VCE students over the last few years. Our Careers Department has full details of the courses that are available at TAFE and elsewhere for those interested in VET programs. We are committed to providing pathways for students seeking apprenticeships or traineeship positions recognising the needs of those able students who are not focused on university entrance. As the importance of employability skills continues to increase, vocational education allows all students to develop valuable skills and apply them in the workplace.

Our Careers department continues to provide guidance after the completion of Year 12 and tertiary placings have been accepted. If a student embarks on a pathway that is not what they had anticipated, they are able to get asssitance from our Manager Student Futures and Pathways, to find an alternative pathway mores suited to their needs or interests.

Study the following pages carefully and design your two-year course. The Careers team will assist you with your course structure and design, especially in assisting you with tertiary entrance or future training requirements. The actual selection procedures will be coordinated by myself and Mrs Melissa Wolsley Findlay, Director of VCE Studies.

Good luck with your course planning and subject selections, I look forward to being part of your Senior School Journey.

Ms. Anne-Lise Haugen
Head of Senior School

CONTENTS

The VCE Course Selection Handbook is produced for students of Peninsula Grammar who are entering Year 11 and 12 in 2023. The handbook provides a complete listing of the VCE studies to be offered by the School and from which students are invited to build their program of study. The handbook is distributed in Term 2 to coincide with the VCE and Careers Expo.

The handbook draws on information published by the Victorian Curriculum and Assessment Authority (VCAA). This includes information provided through specific subject study designs, the VCE Administrative Handbook.

Questions regarding the VCE at Peninsula Grammar can be directed to:

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Head of Senior School:

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ahaugen@pgs.vic.edu.au

Mrs. Melissa Wolsley-Findlay
Director of VCE

9788 7661
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Mrs. Stephanie Thompson
Manager - Student Futures and Pathways:

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Dr. Mark Barnes
Deputy Head of Senior School:

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The VCAA website at **www.vcaa.vic.edu.au** is a further source of information regarding the VCE.

THE VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education is, under normal circumstances, a two-year (four semester) program of study; the equivalent time frame of Years 11 and 12.

Year 11 subjects are designated as Units 1 and 2 studies, whilst Year 12 subjects are designated as Units 3 and 4. At Peninsula Grammar, some students can apply to undertake a Units 1 and 2 study in Year 10 and some students undertake a Units 3 and 4 study in Year 11.

Each VCE unit lasts for one semester or half-year, and represents approximately 100 hours of work, of which 50-60 hours is class time. 100 hours should be seen as a guide only and students seeking to achieve at a high level will need to commit further time.

To meet the graduation requirements of the VCE each continuing student must satisfactorily complete a total of no fewer than 16 units. There is no upper limit to the number of units a student can complete or the number of years a student may take to complete their VCE; most students will complete between 22-25 units of VCE study throughout their time in Years 10-12 at Peninsula Grammar. Credit can be sought for equivalent interstate and overseas studies.

Units 1 and 2 are designed to be taken by Year 11 students but they may be taken by students in Year 10 after application. They may be taken separately or in sequence.

Units 3 and 4 are designed to be taken by Year 12 students but they also may be taken by students in Year 11. Units 3 and 4 must be taken as a sequence.

To complete the Victorian Certificate of Education students must satisfactorily complete a minimum of 16 units of study which include:

- a minimum of three units from the English group, including both Units at the 3 and 4 level.

At Peninsula Grammar students are required to undertake the following:

- Year 11: English 1 and 2 / Literature Unit 1 and 2 / English as an Additional Language 1 AND 2 and 5 other Subjects (one may be a 3 and 4 sequence).
- Year 12: English 3 and 4 / English as an Additional Language 3 and 4 / Literature 3 and 4 and 4 other Subjects.

THE VICTORIAN CERTIFICATE OF EDUCATION

ADDITIONAL AWARDS:

THE VICTORIAN BACCALAUREATE

The Victorian Baccalaureate is an additional award recognising students who have undertaken a broad study plan. To be eligible for the award of the VCE (Baccalaureate), students must satisfactorily complete 16 units of VCE study and meet the following requirements:

- complete a Units 3 and 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- complete a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- complete a Units 3 and 4 sequence in a VCE Language.

Students meeting the requirements of the Victorian Baccalaureate will have this recorded on their senior secondary certificate indicating they have successfully completed the VCE and met the requirements of the Victorian Baccalaureate. There is no application process.

INDUSTRY PATHWAY

The Industry Pathway is available within a VCE program of study. To meet the requirements of the Industry Pathway students must complete the Industry Pathway program and the VCE.

Students must complete studies from each of the following four groups:

- Vocational Education and Training
- Mathematics
- English
- Core Studies.

Industry Pathways are available in the following industries:

- Building and Construction
- Community Services and Health
- Manufacturing and Engineering
- Sport and Recreation.

Students meeting the requirements of the Industry Pathway will have this recorded on their senior secondary certificate indicating they have successfully completed the VCE and met the requirements of the Industry Pathway program.

Further information on Industry Pathways can be obtained from the Careers Department.

SELECTING A VCE STUDY PROGRAM

Students will be asked to nominate a two-year VCE study program during Term 3 of their Year 10 studies. Prior to this, students will have had time to study the contents of this handbook and to have attended the VCE and Careers Expo and have completed their Morrisby Profile. A good deal of course explanation and consultation will also have taken place with the Careers Counsellor and others.

In selecting a study program for Years 11 and 12 at Peninsula Grammar students should:

- select studies in which they are interested and in which they have achieved well in the past
- consider whether they will apply to undertake a Units 3 and 4 study at Year 11; many students continue the Units 1 and 2 study that they undertook in Year 10 by completing its corresponding Units 3 and 4 subject
- be aware that the VCE is a two-year study program and hence plan ahead for 2024
- be aware of any requirements for tertiary courses or careers in which the student is interested
- consider any limitations that might apply to prospective subject combinations (eg, studying three subjects from the Mathematics group)
- consider the recommendations of the School, the Careers' Counsellor, their parents and their teachers.

Whilst it is expected that these two-year study programs will be completed as accurately as possible, some students may need further advice regarding their courses, especially their choice of Units 3 and 4, at a later date. There is opportunity for students to alter their selected course in Term 4 provided that the changes can be accommodated in the timetable and there remains available places within the subject.

Trial grids are provided at the end of this handbook for students to begin to plan their VCE study program.

A common study program would consist of:

- Year 11: Five Unit 1 and 2 studies; one Unit 3 and 4 study; or Year 11: Six Units 1 and 2.
- Year 12: Five Unit 3 and 4 studies.

Students may undertake a Vocational Education and Training (VET) as part of their VCE program.

Six studies in Year 12 is a very heavy study program and is very rarely advised. Similarly, the undertaking of two Unit 3 and 4 studies in Year 11 is rarely approved as the workload, together with the student's four other subjects, can compromise a student's achievement.

Restrictions may be applicable to a student's desired study plan due to:

- timetable clashes
- timetable restrictions (particularly for students who request a change to their study program at the commencement of the new year)
- necessary class size limitations in some Units 3 and 4 subjects
- subject may not run due to insufficient numbers.

TERTIARY SELECTION

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students; this is conducted by the tertiary institutions themselves. VTAC produces and distributes application materials including the annual Tertiary Entrance Requirements (VicTER) booklet which prescribes tertiary selection requirements two years in advance of the current year. This booklet summarises all institutional entrance requirements.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is developed for the purposes of tertiary selection. It is not a reflection of performance in individual studies, but of overall performance in all studies compared with all other VCE students. Approximately 50% of tertiary courses use the ATAR as the sole method of selection; the remaining courses use one or more criteria including interviews, folio, and additional forms.

The ATAR is calculated using:

- a student's study scores in their Units 3 and 4 subjects
- the scaling of these study scores to reflect the relative difficulty of students' differing study programs
- adding together the scaled study scores for each student to create their 'primary four'. An English study must be included in this primary four
- Ten percent of a student's fifth subject will then be added
- Ten percent of a student's sixth subject will also be added
- Total scores are then ranked across the state with the highest possible ATAR 99.95 indicating that the student achieved a tertiary score that placed them in the top 0.05% of the state.

PREREQUISITE STUDIES

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at the Units 3 and 4 level, but sometimes they are required at the Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of achievement in a prerequisite subject.

SUBJECT RESTRICTIONS

Only one of English or English as an Additional Language (EAL) Units 3 and 4 may be used in the calculation of a student's ATAR. Similarly, only one of Chinese (First Language), Chinese (Second Language), or Chinese (Second Language Advanced) Units 3 and 4 may be used.

In each of the VTAC study areas:

- at most two subjects can contribute to a student's primary four subjects*
- at most three results can contribute to the ATAR, be they VCE results, Higher Education study results, or VET results.

All questions regarding tertiary study, VTAC and the ATAR should be directed to the Careers Department.

VTAC STUDY AREAS

MATHEMATICS STUDIES

- Foundation Maths
- General Mathematics
- Mathematical Methods (CAS)
- Specialist Mathematics
- any Mathematics Higher Education study.

ENGLISH STUDIES

- English
- English (EAL)
- Literature
- any English Higher Education study.

***Note:**
For Mathematics subjects only two can be counted in a students' primary four subjects.

THE VICTORIAN CERTIFICATE OF EDUCATION

VCE SUBJECTS 2023 – 2024

PLEASE NOTE

All subjects are offered subject to sufficient interest.

COMMON STUDY - ALL STUDENTS MUST DO ONE OF THESE

English Units 1-4

Literature Units 1-4

*Students may study both English and Literature if they wish

English as an Additional Language (EAL) Units 1-4

Bridging English as an Additional Language Units 1-2
(to be taken together with EAL Units 1 and 2)

VCE SUBJECTS

Accounting Units 1-4

Biology Units 1-4

Business Management Units 1-4

Chemistry Units 1-4

Applied Computing Units 1-2

Computing: Software Development Units 3-4 (2024)

Drama Units 1-4

Economics Units 1-4

Food Studies 1-4

Geography Units 1-4

Global Politics Units 3-4

Health and Human Development Units 3-4

History: Ancient History Units 1-2

History: Revolutions Units 3-4 (2023 only)

History: Ancient History Units 3-4 (from 2024)

Languages: Chinese First Language Units 1-4

Languages (other than French)
(offered *externally and course fees apply*

Languages: French Units 1-4

Legal Studies Units 1-4

Mathematics: Foundation Mathematics Units 1-4 (3-4 in 2024 only)

Mathematics: General Mathematics Units 1-4

Mathematics: Mathematical Methods Units 1-4

Mathematics: Specialist Mathematics Units 1-4

Media Units 1-4

Music 1-4

Physical Education Units 1-4

Physics Units 1-4

Product Design and Technology Units 1-4

Psychology Units 1-4

Politics Units 1-2

Religion and Society Units 3-4

Art: Creative Practice 1-4

Theatre Studies Units 1-4

Visual Communication and Design Units 1-4

VCE - COMMON STUDY

ENGLISH

At Peninsula Grammar the study of English branches at Years 11 and 12 into two subjects: English and Literature. The study of English or Literature is a compulsory component of a student's VCE program. Students thus are presented with three possible pathways:

PATHWAYS OF STUDY FOR ENGLISH

Year 11		Year 12
English Units 1 and 2	→	English Units 3 and 4
Literature Units 1 and 2	→	English Units 3 and 4* *or* Literature Units 3 and 4
English Units 1 and 2 *and* Literature Units 1 and 2	→	English Units 3 and 4 *and /or* Literature Units 3 and 4

** For this combination of units students will need to undertake some supplementary study with respect to assumed knowledge and skills for Area of Study 2, Analysing and Presenting Argument from Units 1 and 2.*

MATHEMATICS

RECOMMENDED PATHWAYS THROUGH VCE MATHEMATICS

The following flow chart represents the most popular combinations of units in VCE Mathematics offered at Peninsula Grammar:

Year 10		Year 11		Year 12
Mathematics (General)	→	Units 1 & 2 Foundation Mathematics	→	Units 3 & 4 Foundation Mathematics
Mathematics (General)	→	Units 1 & 2 General Mathematics	→	Units 3 & 4 General Mathematics ***or*** Units 3 & 4 Foundation Mathematics
Mathematics (Methods)	→	Units 1 & 2 Mathematical Methods	→	Units 3 & 4 Mathematical Methods *and/or* Units 3 & 4 General Mathematics
Mathematics (Methods)	→	Units 1 & 2 Mathematical Methods *and* Units 1 & 2 Specialist Mathematics	→	Units 3 & 4 Mathematical Methods *and* Units 3 & 4 Specialist Mathematics ***or*** Units 3 & 4 Mathematical Methods ***or*** Units 3 & 4 Mathematical Methods *and/or* Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods	→	Units 3 & 4 Mathematical Methods *and/or* Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods *and* Units 1 & 2 Specialist Mathematics	→	Units 3 & 4 Mathematical Methods *and* Units 3 & 4 Specialist Mathematics ***or*** Units 3 & 4 Mathematical Methods ***or*** Units 3 & 4 Mathematical Methods *and/or* Units 3 & 4 General Mathematics
Mathematics (Advanced)	→	Units 1 & 2 Mathematical Methods *and* Units 3 & 4 General Mathematics*	→	Units 3 & 4 Mathematical Methods ***or*** Units 3 & 4 Mathematical Methods *and* Units 3 & 4 Specialist Mathematics

**By approval only*


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VCE STUDY DESIGNS 2023

BY DEPARTMENT AREA

COMMERCE

The Commerce Department offers four subjects at VCE level.

Accounting and Economics should be taken as a sequence of Units 1 to 4. While neither are prerequisites for entry to a tertiary course, it will prove beneficial to any student wishing to undertake a Commerce or Business qualification.

Business Management and Legal Studies can be undertaken as an accelerated study. It is not necessary to complete Units 1 and 2 to then complete Units 3 and 4.

ACCOUNTING
https://www.vcaa.vic.edu.au/Documents/vce/accounting/2019AccountingSD.pdf

BUSINESS MANAGEMENT
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx

ECONOMICS
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx

LEGAL STUDIES
https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

SCIENCE

The Science Department offers four subjects at VCE Level. All of these subjects should be taken in sequence.

Biology or Psychology can be taken as an accelerated subject. It is not necessary to complete Units 1 and 2 to then complete Units 3 and 4.

Chemistry and/or Physics will often be prerequisites for tertiary courses such as Medicine and Engineering. Chemistry and Physics must be taken as a sequence of units 1 to 4.

BIOLOGY
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

CHEMISTRY
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx

PHYSICS
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx

PSYCHOLOGY
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx

MATHEMATICS

There are a total of four Mathematics subjects offered at VCE level. Many tertiary courses require a level of Mathematics as a prerequisite. This may be General Mathematics or Mathematical Methods. University course guides should be consulted when selecting a Mathematics course.

ALL MATHEMATICS
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationmathematics/Pages/Index.aspx

DRAMA

The Drama Department offers three subjects at VCE level. Each of these is quite unique. Drama and Theatre Studies require both a written and performance examination. Media sees students produce a media product and complete a written examination.

DRAMA
https://www.vcaa.vic.edu.au/Documents/vce/drama/2019DramaSD.pdf

MEDIA
https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

THEATRE STUDIES
https://www.vcaa.vic.edu.au/Documents/vce/theatre/2019TheatreStudiesSD.pdf

ART, DESIGN AND TECHNOLOGIES

The Art, Design and Technology Department offer four subjects at VCE level. Each of these subjects requires the completion of a folio to demonstrate the design process, a product to be made/produced and a written examination. Students wishing to pursue the visual arts at a tertiary level should complete at least one of these studies.

PRODUCT DESIGN AND TECHNOLOGY
https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf

ART: CREATIVE PRACTICE
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Art/Pages/Index.aspx

VISUAL COMMUNICATION AND DESIGN
https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

FOOD STUDIES
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx

ENGLISH

English is the only compulsory study that all students are required to complete at VCE level. Students may choose to complete English or Literature, or both. International students will complete English as an Additional Language.

ENGLISH/EAL
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx

LITERATURE
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx

BRIDGING EAL
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bridging-eal/Pages/Index.aspx

HUMANITIES

Humanities offers three subjects at VCE level. Geography can be undertaken as an accelerated study. It is not necessary to complete Units 1 and 2 to then complete Units 3 and 4. History and Politics/Global Politics should be taken as a sequence of Units 1 to 4.

It is not recommended that students accelerate in History or Politics due to the complexity of the studies in these subjects.

GEOGRAPHY
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Geography/Pages/index.aspx

HISTORY: ANCIENT HISTORY 1 AND 2
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ancienthistory/Pages/index.aspx

HISTORY: REVOLUTIONS UNIT 3 AND 4 (2023 ONLY)
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx

HISTORY: ANICENT HISTORY 3 AND 4 (FROM 2024)
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.vcaa.vic.edu.au%2FDocuments%2Fvce%2Fhistory%2F2022HistorySD.docx&wdOrigin=BROWSELINK

POLITICS AND GLOBAL POLITICS
https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf

LANGUAGES

Chinese - First Language and French are offered as language studies at the VCE level.

Languages should be completed in sequence with students having completed studies through the last 4 to 5 years. Chinese - second language is offered externally and course fees apply. There are strict criteria for the entry to Chinese at VCE and applications need to be completed.

CHINESE - FIRST LANGUAGE
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chinese-firstlanguage/Pages/Index.aspx

FRENCH
https://www.vcaa.vic.edu.au/Documents/vce/french/2019FrenchSD.pdf

PHYSICAL EDUCATION

Health and Human Development is only offered as a Unit 3 and 4 Study. Health and Human development can be undertaken as an accelerated study.

Physical Education can be accelerated. It is not necessary to complete Units 1 and 2 to then complete Units 3 and 4.

HEALTH AND HUMAN DEVELOPMENT
https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf

PHYSICAL EDUCATION
https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf

DIGITAL TECHNOLOGIES

The Information Technology Department offers both Applied Computing and Software Development - Computing.

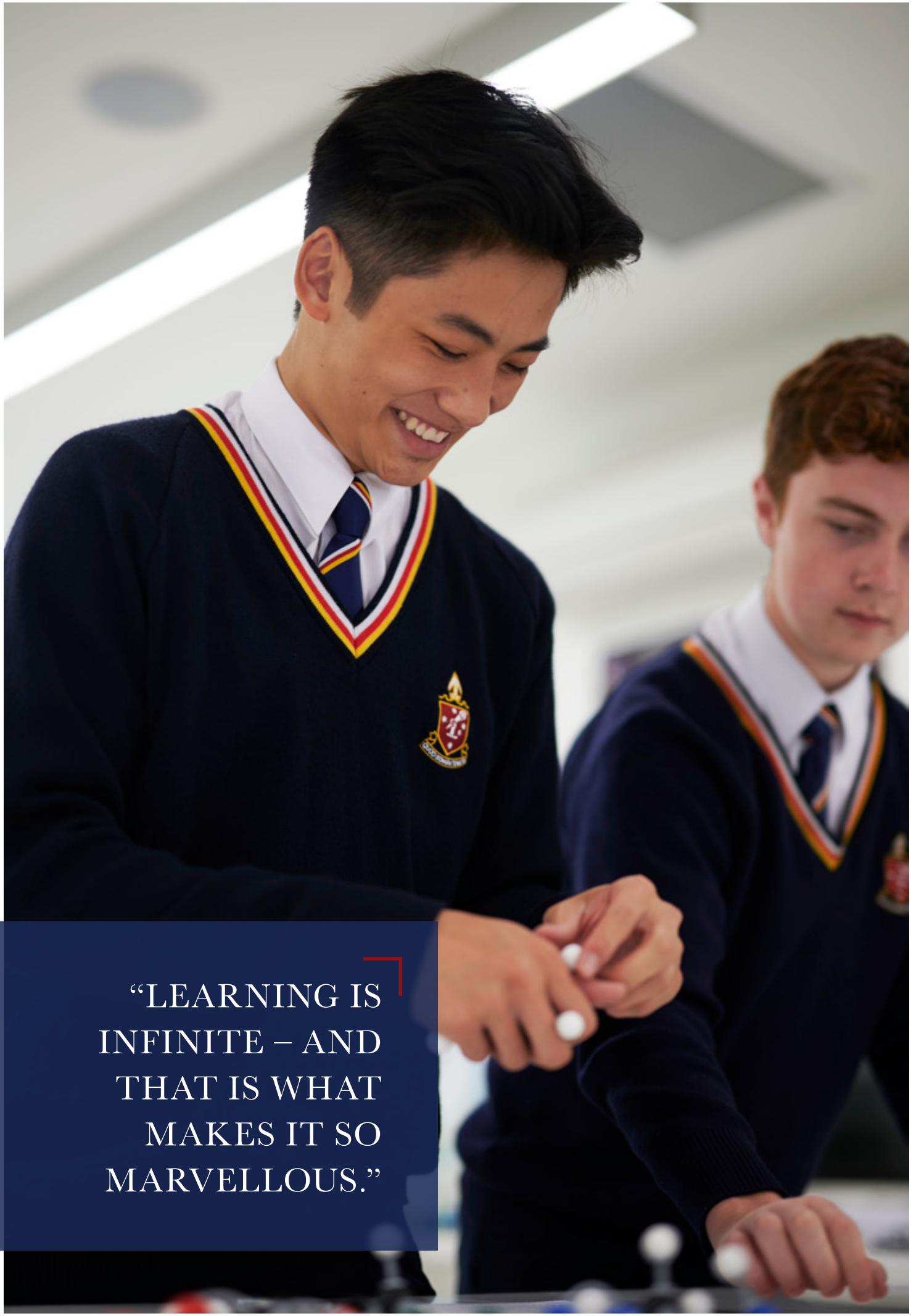
APPLIED COMPUTING
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx

MUSIC

Music Performance should only be undertaken by students who are proficient in an instrument, including voice and are undertaking lessons.

Students will be required to complete both a written and performance examination.

MUSIC
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx



"LEARNING IS INFINITE – AND THAT IS WHAT MAKES IT SO MARVELLOUS."

VOCATIONAL EDUCATION AND TRAINING (VET)

Starting VET at school can give you a head start on joining the workforce with a qualification directly linked to employment.

WHO SHOULD CONSIDER A VCE VET COURSE?

Students who have a strong interest or a clear pathway in one of the many areas covered by a VET study.

90% of new jobs will require post-school education.

VET students are ready for the changes in technology and globalisation as industry and Government work together to provide the skills and knowledge that employers need now and in the future.

VCE Vocational Education and Training (VET) programs are designed to broaden the range of options available to the growing and increasingly diverse senior secondary school population.

The provision of VCE VET programs enables students to undertake the nationally recognised and accredited senior secondary program (VCE).

VCE VET programs enable students to complete approved VET studies as part of the VCE and some courses can contribute to the award of VCE programs.

These programs are designed to:

- create pathways to over 500 careers
- provide a nationally-recognised qualification
- motivate and engage applied learners
- expand opportunities and pathways for senior secondary students
- link students to industry and training providers
- students become more employer-ready to meet industry needs
- VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that complement your VCE studies.

VET STUDIES

The range of VET Studies is constantly expanding. Those currently available include:

- Agriculture, Horticulture, Conservation and Land Management
- Animal Studies
- Applied Fashion Design and Technology
- Applied Language
- Automotive
- Building and Construction
- Business*
- Cisco
- Civil Infrastructure
- Community Services*
- Creative and Digital Media*
- Dance*
- Electrical Industry
- Engineering*
- Equine Studies*
- Furnishing*
- Hair and Beauty
- Health*
- Hospitality*
- Information, Digital Media and Technology*
- Integrated Technologies*
- Laboratory Skills*
- Music Industry*
- Plumbing
- Sport and Recreation*.

List subject to change

VET AND CONTRIBUTION TO ATAR

Since there are no scores available to unscored sequences, VTAC may include the sequence as an increment (the fifth or sixth subject). The amount of an increment is determined by calculating 10% of the fourth study score of their primary four.

VCE SUBJECT SELECTION 2023 – 2024

Year 11	Year 12
Science	
Unit 1 and 2 Biology	Unit 3 and 4 Biology
Unit 1 and 2 Psychology	Unit 3 and 4 Psychology
Unit 1 and 2 Chemistry	Unit 3 and 4 Chemistry
Unit 1 and 2 Physics	Unit 3 and 4 Physics
Unit 3 and 4 Biology	
Unit 3 and 4 Psychology	
Art, Design and Technology	
Unit 1 and 2 Product, Design and Technology	Unit 3 and 4 Product, Design and Technology
Unit 1 and 2 Art & Creative Practice	Unit 3 and 4 Art: Creative Practice
Unit 1 and 2 Visual Communication and Design	Unit 3 and 4 Visual Communication and Design
Unit 1 and 2 Food Studies	Unit 3 and 4 Food Studies
English	
Unit 1 and 2 English	Unit 3 and 4 English
Unit 1 and 2 English as an Additional Language	Unit 3 and 4 English as an Additional Language
Unit 1 and 2 Bridging English as an Additional Language	
Unit 1 and 2 Literature	Unit 3 and 4 Literature
Mathematics	
Unit 1 and 2 Foundation Maths	Unit 3 and 4 Foundation Maths
Unit 1 and 2 General Mathematics	Unit 3 and 4 General Mathematics
Unit 1 and 2 Mathematics Methods	Unit 3 and 4 Mathematics Methods
Unit 1 and 2 Specialist Mathematics	Unit 3 and 4 Specialist Mathematics
Unit 3 and 4 General Mathematics *(by approval only)*	
Commerce	
Unit 1 and 2 Accounting	Unit 3 and 4 Accounting
Unit 1 and 2 Business Management	Unit 3 and 4 Business Management
Unit 1 and 2 Economics	Unit 3 and 4 Economics
Unit 1 and 2 Legal Studies	Unit 3 and 4 Legal Studies
Unit 3 and 4 Business Management	
Unit 3 and 4 Legal Studies	
Computing	
Unit 1 and 2 Applied Computing	Unit 3 and 4 Software Development

Year 11	Year 12
Health and PE	
Unit 1 and 2 Physical Education	Unit 3 and 4 Physical Education
Unit 3 and 4 Physical Education	
Unit 3 and 4 Health and Human Development	Unit 3 and 4 Health and Human Development
Humanities	
Unit 1 and 2 Geography	Unit 3 and 4 Geography
Unit 1 and 2 Ancient History	Unit 3 and 4 Ancient History (2024), History Revolutions (2023)
Unit 1 and 2 Australian and Global Politics	Unit 3 and 4 Global Politics
Unit 3 and 4 Geography	
Music	
Unit 1 and 2 Music	Unit 3 and 4 Music
Drama	
Unit 1 and 2 Drama	Unit 3 and 4 Drama
Unit 1 and 2 Theatre Studies	Unit 3 and 4 Theatre Studies
Unit 1 and 2 Media	Unit 3 and 4 Media
Languages	
Unit 1 and 2 French	Unit 3 and 4 French
Unit 1 and 2 Chinese - First Language	Unit 3 and 4 Chinese - First Language

SUBJECTS OFFERED IN THE

ART, DESIGN AND TECHNOLOGY (ADT) DEPARTMENT

ART: CREATIVE PRACTICE

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

AREA OF STUDY 1 – ARTISTS, ARTWORKS AND AUDIENCES

In this area of study students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks. They analyse one artwork by each artist and interpret meanings and messages using the Structural and Personal Lenses. In doing so, students will discover how the Structural and Personal Lenses can enhance their understanding of artworks and the way they reflect the artist's interests, experiences and thinking. The students also develop an understanding of how the interpretation of meanings and messages is influenced by the personal experiences of the viewer or audience and the context of the artwork. They also learn how to use evidence from artworks and a range of sources to support their personal interpretation and point of view.

AREA OF STUDY 2 – THE CREATIVE PRACTICE

In this area of study students are introduced to the Creative Practice through Experiential learning activities guided by the teacher. Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

AREA OF STUDY 3 – DOCUMENTING AND REFLECTING ON THE CREATIVE PRACTICE

Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They provide annotated documentation of their experiences in Making and Responding. Students reflect on their research and document the visual responses to the ideas they have explored, their creative and critical thinking, and their trials and experimentation with materials and techniques. As artists, students reflect on their use of the Creative Practice, and evaluate and annotate their use of visual language to communicate ideas of personal interest.

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

AREA OF STUDY 1 – THE ARTIST, SOCIETY AND CULTURE

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They will apply the Cultural Lens to study the practices of at least three artists from different cultures and times.

AREA OF STUDY 2 – THE COLLABORATIVE CREATIVE PRACTICE

In this area of study students continue to develop their art practice as they explore collaborative practices to make and present artworks. Students explore ideas of personal interest related to culture. They continue to experiment with visual language to communicate their ideas using the Creative Practice. Ideas inspired by culture may be used as starting points to experiment with techniques, materials, processes and art forms.

Students resolve at least one finished artwork and consider presentation of their artwork and the context in which it will be viewed, including considering the relationships between the artwork, context, and viewer or audience.

AREA OF STUDY 3 – DOCUMENTATION OF COLLABORATION USING THE CREATIVE PRACTICE

In this area of study students build on their knowledge and skills, and continue to document their art practice. They develop and evaluate their use of visual language. Students explore and reflect upon the relationship between the artist, artwork and audience. They respond to artworks, and the collaborative practices of artists, to make and present their own artworks. Students present a critique of their use of the

Creative Practice and respond to the feedback they receive to resolve their artwork. Students document and reflect on their own art practice, identifying and discussing how they have used the Creative Practice and developed their visual language. Students reflect upon and evaluate the use of collaboration in their art making and discuss how cultural ideas and issues are communicated in their artworks.

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

AREA OF STUDY 1 – INVESTIGATION AND PRESENTATION

Research and exploration In this area of study students use Project-based learning as they begin to develop a Body of Work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student's Body of Work begins with a personal response, presented in a finished artwork, and the research and documentation of their art practice.

Resolution, presentation and critique Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research. Students evaluate, reflect and talk about their use of the Creative Practice in a critique.

AREA OF STUDY 2 – PERSONAL INVESTIGATION USING THE CREATIVE PRACTICE

In this area of study students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences. Students progressively explore and develop their ideas, and investigate and experiment with materials, techniques and processes using art forms of their choice. Students develop their personal visual language as well as document, critically analyse and evaluate their responses and art making.

UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

AREA OF STUDY 1 – DOCUMENTATION AND CRITIQUE OF THE CREATIVE PRACTICE

In this area of study students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3. They evaluate how they have responded to inspiration and influences throughout their Body of Work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form to establish their visual language in personal visual responses. Through discussion, students identify and classify emerging ideas in their artworks.

AREA OF STUDY 2 – RESOLUTION AND PRESENTATION OF A BODY OF WORK

In this area of study students continue to use Inquiry and Project-based learning as the basis for their use of the Creative Practice. They further develop and refine the Body of Work commenced in Unit 3, and continue their ongoing exploration and experimentation of personal responses. Using the feedback received from their critique, students progressively refine and resolve their ideas and visual language in their artworks. Students also consider the presentation and context of their Body of Work, and how ideas and meaning are communicated to a viewer or audience.

AREA OF STUDY 3 – COMPARISONS OF ARTISTS, THEIR PRACTICE AND THEIR ARTWORKS.

In this area of study students undertake research of artists, their practices and their artworks. They critically analyse and interpret the meanings and messages of artworks and use evidence and the appropriate Interpretive Lenses to support their interpretation and point of view. Using appropriate terminology, they compare the meanings and messages of historical and contemporary artworks.

Assessment:

The School-assessed Task over Units 3 and 4 will contribute 60 per cent of the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 30 per cent to the study score.

PRODUCT DESIGN TECHNOLOGY

UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT

AREA OF STUDY 1 – SUSTAINABLE REDEVELOPMENT OF A PRODUCT

This area of study introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices. Students investigate and consider how a product could be sustainably redeveloped. They write a design brief for the redevelopment of a product, improving the purpose and/or function and sustainability of the original product. Students develop criteria to evaluate design options and the finished product. Students also examine, test and trial the suitability of materials. They also examine the sustainability of materials and their use in products in relation to the environmental, economic and social impacts associated with their origin/source, manufacture, use and disposal. Students develop visualisations, presentation drawings of design options and working drawings.

AREA OF STUDY 2 – PRODUCING AND EVALUATING A REDEVELOPED PRODUCT

This area of study focuses on the implementation of the design and planning completed in Area of Study 1. Students refer to their working drawings and scheduled production plan and apply a range of techniques and processes safely to make a redeveloped product. Students develop practical skills and implement their risk management for the use of tools, equipment, machines, and materials. They record and reflect on their progress. Students are introduced to methods used to critically analyse and evaluate their redeveloped products.

UNIT 2: COLLABORATIVE DESIGN

AREA OF STUDY 1 – DESIGNING WITHIN A TEAM

This area of study enables students to apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Individual roles and responsibilities are allocated. Students develop evaluation criteria for the finished product to determine if each criterion has been met through testing and feedback. Students develop solutions that demonstrate an understanding of user-centred design factors. These factors constitute an area of design that analyses the interactions between product end-user/s and their made environment to maximise wellbeing and product performance. Students investigate an historical or a contemporary design movement or style for inspiration. Students develop skills in both project management and presentation of their work.

AREA OF STUDY 2 – PRODUCING AND EVALUATING WITHIN A TEAM

In this area of study students apply knowledge, skills, techniques and processes, including risk management, to make their product, designed in Area of Study 1, in accordance with the team requirements. To ensure consistency throughout production, the team refers to the historical or contemporary cultural design movement or style that inspired their designs. To facilitate communication, students may use digital and project management tools. They evaluate their use of materials, tools, equipment, machines, techniques and processes in transforming design options into a product range or team-designed product. Products (or components) are tested, checked and evaluated to determine how well each meets the requirements of the design brief.

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

AREA OF STUDY 1 – DESIGNING FOR END-USER/S

In this area of study students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on identifying and designing for a potential end-user/s of an intended product. They consider methods used to establish an end-user/s' needs for the development of a solution to a design problem.

AREA OF STUDY 2 – PRODUCT DEVELOPMENT IN INDUSTRY

This area of study focuses on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments. Students look at the role of market research in determining end-user/s' needs in relation to sustainability. Students investigate the use of computer-aided design (CAD) and computer-aided manufacture (CAM) and new and emerging technologies and materials used in industry. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, designing, research and development, obsolescence and sustainability.

AREA OF STUDY 3 – DESIGNING FOR OTHERS

This area of study focuses on students working as designers and applying the product design process to meet the requirements of an end-user/s. Students prepare a design brief that guides their work for this area of study and for Areas of Study 2 and 3 in Unit 4. They examine appropriate techniques for recording and communicating data, information, visualisation of ideas, design options and working drawings and for obtaining end-user/s' feedback. Students use creative and critical design thinking techniques throughout the product design process.

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

AREA OF STUDY 1 – PRODUCT ANALYSIS AND COMPARISON

In this area of study students examine design factors that influence the success of commercially available products. Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure.

AREA OF STUDY 2 – PRODUCT MANUFACTURE

This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of an end-user/s. Students continue to implement their scheduled production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality. They monitor and record their progress and make modifications if necessary.

AREA OF STUDY 3 – PRODUCT EVALUATION

This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3. Students produce relevant end-user/s' instructions or care labels that highlight features of the product they have designed and made.

Assessment:

The School-assessed Task over Units 3 and 4 will contribute 50 per cent of the study score.

School-assessed Coursework for Unit 3 will contribute 12 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 8 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 30 per cent to the study score.

VISUAL COMMUNICATION DESIGN

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

AREA OF STUDY 1 – DRAWING AS A MEANS OF COMMUNICATION

This area of study introduces the knowledge and skills that underpins stages in the design process of generating ideas, developing concepts and refinement of visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use three-dimensional drawing methods to create three-dimensional freehand drawings that maintain proportion.

AREA OF STUDY 2 – DESIGN ELEMENTS AND DESIGN PRINCIPLES

This area of study focuses on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods to visualise ideas and concepts. Students investigate the purposes behind creating particular visual communications, and consider how the relationship between design elements and design principles contributes to achieving these stated purposes. Students develop knowledge of their legal obligations regarding ownership of images and apply this knowledge when visually communicating ideas and concepts.

AREA OF STUDY 3 – VISUAL COMMUNICATIONS IN CONTEXT

Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. In this area of study, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

AREA OF STUDY 1 – TECHNICAL DRAWING IN CONTEXT

This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. Students investigate ways in which information and ideas can be communicated to a client. They develop an understanding of the context of presentation drawings in a selected design field. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings using manual and digital methods.

AREA OF STUDY 2 – TYPE AND IMAGERY IN CONTEXT

Increasing advancements in the digital communication of information has led to a greater need to understand the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images.

AREA OF STUDY 3 – APPLYING THE DESIGN PROCESS

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief that outlines the messages or information to be conveyed to a target audience. Students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development. In response to their own evaluation, students refine and present their visual communication. They consider trademark, copyright and legal obligations of designers when using the work of others in all stages of the design process.

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

AREA OF STUDY 1 – ANALYSIS AND PRACTICE IN CONTEXT

In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- communication – the design and presentation of visual information to convey ideas and concepts
- environmental – the design and presentation of visual information for built/constructed environments
- industrial – the design and presentation of visual information for manufactured products.

Students analyse how design elements, design principles, methods, media and materials are used in visual communications to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections.

AREA OF STUDY 2 – DESIGN INDUSTRY PRACTICE

In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

AREA OF STUDY 3 – DEVELOPING A BRIEF AND GENERATING IDEAS

In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client.

UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

AREA OF STUDY 1 – DEVELOPMENT, REFINEMENT AND EVALUATION

In this area of study students focus on the design process stages of the development of concepts and refinement. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief. Students explore and develop expertise in a range of appropriate manual and digital methods, materials and media for use in the design solutions for the brief. Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience. They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

AREA OF STUDY 2 – FINAL PRESENTATIONS

This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

Assessment:

The School-assessed Task over Units 3 and 4 will contribute 40 per cent of the study score.

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 35 per cent to the study score.

FOOD STUDIES

UNIT 1: FOOD ORIGINS

AREA OF STUDY 1 – FOOD AROUND THE WORLD

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures.

AREA OF STUDY 2 – FOOD IN AUSTRALIA

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health. Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to Australia.

UNIT 2: FOOD MAKERS

AREA OF STUDY 1 – AUSTRALIA'S FOOD SYSTEMS

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship. Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply. Through practical activities, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing.

AREA OF STUDY 2 – FOOD IN THE HOME

In this area of study students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Students learn and apply food science terminology relating to physical and chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

UNIT 3: FOOD IN DAILY LIFE

AREA OF STUDY 1 – THE SCIENCE OF FOOD

In this area of study students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

AREA OF STUDY 2 – FOOD CHOICES, HEALTH AND WELLBEING

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

AREA OF STUDY 1 – NAVIGATING FOOD INFORMATION

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

AREA OF STUDY 2 – ENVIRONMENT AND ETHICS

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Assessment:

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 40 per cent to the study score.

SUBJECTS OFFERED IN THE

COMMERCE DEPARTMENT

LEGAL STUDIES

UNIT 1: GUILT AND LIABILITY

AREA OF STUDY 1 – LEGAL FOUNDATIONS

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights if individuals. Students consider the characteristics of an effective law, and source and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

AREA OF STUDY 2 – THE PRESUMPTION OF INNOCENCE

In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence in individuals and society.

AREA OF STUDY 3 – CIVIL LIABILITY

In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in details. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law in the parties.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

AREA OF STUDY 1 – SANCTIONS

In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

AREA OF STUDY 2 – REMEDIES

In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

AREA OF STUDY 3 – RIGHTS

Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. They consider possible reforms and investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of the role of an individual in taking a case to court.

UNIT 3: RIGHTS AND JUSTICE

AREA OF STUDY 1 – THE VICTORIAN CRIMINAL JUSTICE SYSTEM

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. The system involves a range of institutions including courts (the Magistrates' Court, County Court and Supreme Court) and others available to assist an accused. In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice.

AREA OF STUDY 2 – THE VICTORIAN CIVIL JUSTICE SYSTEM

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. The system involves a range of institutions to resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), complaints bodies and tribunals. In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: THE PEOPLE AND THE LAW

AREA OF STUDY 1 – THE PEOPLE AND THE AUSTRALIAN CONSTITUTION

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

AREA OF STUDY 2 – THE PEOPLE, THE PARLIAMENT AND THE COURTS

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

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

ACCOUNTING

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

AREA OF STUDY 1 – THE ROLE OF ACCOUNTING

Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

AREA OF STUDY 2 – RECORDING FINANCIAL DATA AND REPORTING ACCOUNTING INFORMATION FOR A SERVICE BUSINESS

In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.

Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

There are many indicators to measure the performance of a business. Some are financial, such as the amount of profit earned compared with investment or total sales made in a given period, while others are based on non-financial information, such as the speed with which invoices are paid, number of customers visiting a store in a given period, or trends in consumer preferences.

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

AREA OF STUDY 1 – ACCOUNTING FOR INVENTORY

The strategic management if inventory is a key factor in the success or failure of a trading business. In this area of study students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business. Using both methods, students discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.

AREA OF STUDY 2 – ACCOUNTING FOR AND MANAGING ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE

Managing accounts receivable and accounts payable successfully is essential to maintaining an adequate cash flow for a business. In this area if study students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas. Students also take account of ethical considerations involved in managing accounts receivable and accounts payable and the effects of these on business performance.

AREA OF STUDY 3 – ACCOUNTING FOR AND MANAGING NON-CURRENT ASSETS

In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

AREA OF STUDY 1 – RECORDING AND ANALYSING FINANCIAL DATA

In this area of study students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

AREA OF STUDY 2 – PREPARING AND INTERPRETING ACCOUNTING REPORTS

The preparation of financial reports at the end of the reporting period provides information to be used as a basis for planning and decision-making by the business owner. Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions. Students undertake an analysis of accounting reports and interpret the information, taking into account relevant ethical considerations, in order to evaluate the performance of the business.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

AREA OF STUDY 1 – EXTENSION OF RECORDING AND REPORTING

In this area of study students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual methods and ICT. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business. They also examine ethical considerations that may affect the recording and reporting of financial data and business performance.

AREA OF STUDY 2 – BUDGETING AND DECISION-MAKING

Business owners must plan for future activities if they are to successfully manage the business. Preparing budgeted accounting reports provides the owner with information that will assist in managing and developing strategies to improve business performance. Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. They also discuss and evaluate the ethical considerations associated with business decision-making and business improvement.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

BUSINESS MANAGMENT

UNIT 1: PLANNING A BUSINESS

AREA OF STUDY 1 – THE BUSINESS IDEA

In this area of study students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

AREA OF STUDY 2 – INTERNAL BUSINESS ENVIRONMENT AND PLANNING

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

AREA OF STUDY 3 – INTERNAL BUSINESS ENVIRONMENT AND PLANNING

The external environment consists of all elements outside a business that may act as pressures or forces on business operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

UNIT 2: ESTABLISHING A BUSINESS

AREA OF STUDY 1 – LEGAL REQUIREMENTS AND FINANCIAL CONSIDERATIONS

It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital in establishing a business. They also consider the implications for the business if legal and financial requirements are not met.

AREA OF STUDY 2 – MARKETING A BUSINESS

Establishing a strong customer base for a business is an important component of success. In this area of study students develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and creating a brand presence through to consideration of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits these can bring to a business.

AREA OF STUDY 3 – STAFFING A BUSINESS

Staff, as one of the greatest assets of a business, are an important consideration during the establishment phase. In this area of study students consider staffing requirements that will meet the needs of a business and contribute to productivity and achievement of business objectives. They research the processes undertaken by the business in relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

UNIT 3: MANAGING A BUSINESS

AREA OF STUDY 1 – BUSINESS FOUNDATIONS

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between the different demands of stakeholders on a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business, and apply these to contemporary business case studies from the past four years.

AREA OF STUDY 2 – HUMAN RESOURCE MANAGEMENT

In this area of study students investigate considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of a number of motivation Theories. Using these theories of motivation and motivation strategies, students propose and justify possible strategies for employee management in contemporary business case studies from the past four years. Students study an overview of workplace relations.

AREA OF STUDY 3 – OPERATIONS MANAGEMENT

The production of goods and services is a core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: TRANSFORMING A BUSINESS

AREA OF STUDY 1 – REVIEWING PERFORMANCE THE NEED FOR CHANGE

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities. They apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

AREA OF STUDY 2 – IMPLEMENTING CHANGE

In this area of study students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management and discuss and evaluate effective strategies for managing change. Students consider how leaders can inspire change and the effect change can have on stakeholders of a business. They consider change management theories. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 50 per cent to the study score.

ECONOMICS

UNIT 1: ECONOMIC DECISION MAKING

AREA OF STUDY 1 – THINKING LIKE AN ECONOMIST

In this area of study students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Students investigate the key economic questions and they consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools economists have developed to help them analyse economic decision-making.

AREA OF STUDY 2 – DECISION-MAKING IN MARKETS

The Australian economy predominantly uses the market-based system to allocate resources. Markets are where goods and services are exchanged for a price. One of the key tools used to explain how prices change and how resources are allocated is the 'market mechanism' – the basic demand and supply model. Students develop skills in making predictions about the possible consequences of changes in markets. They analyse the degree of competition in markets and the effect on prices, resource allocation and living standards. Students make connections between the Australian and global economies.

AREA OF STUDY 3 – BEHAVIORAL ECONOMICS

Economics is affected significantly by human behaviour. By studying behavioural economics students therefore gain an insight into the ideas and experiments of behavioural economists. Students will also investigate how the observations of behavioural economists have been used to inform policy planning and implementation by government and producers/ business.

UNIT 2: ECONOMICS ISSUES AND LIVING STANDARDS

AREA OF STUDY 1 – ECONOMIC ACTIVITY

In this area of study students consider the meaning and importance of economic activity and the factors that affect economic activity. They investigate how economic growth is the outcome of economic activity and how economic growth is measured, and evaluate the effects of changes in the levels of economic activity on both material and non-material living standards. Students evaluate the effects of an ever-growing economy. They also consider alternative methods of measuring living standards, beyond economic growth.

AREA OF STUDY 2 – APPLIED ECONOMIC ANALYSIS OF LOCAL, NATIONAL AND INTERNATIONAL ECONOMIC ISSUES

Applied economics involves students applying insights of economic theory and key economic skills to analyse economic issues. In this area of study, students undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens. Students investigate two of the four following current economic issues: the changing labour market; the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

UNIT 3: AUSTRALIA'S LIVING STANDARDS

AREA OF STUDY 1 – AN INTRODUCTION TO MICROECONOMICS: THE MARKET SYSTEM, RESOURCE ALLOCATIONS AND GOVERNMENT INTERVENTION

In this area of study students investigate the role of the market in addressing the key economic questions. They investigate the key factors that affect the level of demand and supply in markets. Students use models to make predictions and consider the role of markets in achieving economic efficiency. They discuss instances where the market fails to allocate resources efficiently and evaluate whether government intervention.

AREA OF STUDY 2 – DOMESTIC MACROECONOMIC GOALS

In this area of study students investigate Australia's domestic macroeconomic goals supporting living standards, including strong and sustainable economic growth, full employment and low and stable inflation (price stability). They use the five-sector circular flow model of the macroeconomy. Students identify and analyse contemporary factors that may have influenced over the past two years.

AREA OF STUDY 3 – AUSTRALIA AND THE INTERNATIONAL ECONOMY

Australia is an open economy. Students examine the reasons for international trade, such as the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards. Students describe how international transactions are recorded. Students analyse the effects of movements in the exchange rate, the terms of trade and changes in international competitiveness.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: MANAGING THE ECONOMY

AREA OF STUDY 1 – AGGREGATE DEMAND POLICIES AND DOMESTIC ECONOMIC STABILITY

In this area of study students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively. Students discuss the operation of aggregate demand policies and analyse how current aggregate demand policy settings are intended to effect the achievement of the domestic macroeconomic goals and influence living standards. Students analyse the relative strengths and weaknesses of the policies.

AREA OF STUDY 2 – AGGREGATE SUPPLY POLICIES

In this area of study students examine the role of aggregate supply policies in creating a stronger macroeconomic environment. They investigate the different approaches that policymakers may take to promote efficiency through productivity growth, reductions in the costs of production, and improvements in the quality and quantity of the factors of production. Students analyse how this may affect Australia's international competitiveness.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

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

SUBJECTS OFFERED IN THE

DIGITAL TECHNOLOGY DEPARTMENT

APPLIED COMPUTING

UNIT 1: APPLIED COMPUTING

AREA OF STUDY 1 – DATA ANALYSIS

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

Area of Study 2 : Programming

In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.

UNIT 2: APPLIED COMPUTING

AREA OF STUDY 1 – INNOVATIVE SOLUTIONS

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

AREA OF STUDY 2 – NETWORK SECURITY

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

SUBJECTS OFFERED IN THE

DRAMA DEPARTMENT

DRAMA

UNIT 1: INTRODUCING PERFORMANCE STYLES

AREA OF STUDY 1 – CREATING DEVISED PERFORMANCE

In this area of study students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material relevant to their personal, cultural and/or community experiences and stories. Students explore a range of performance styles and draw on ideas as they respond to a given structure and stimulus material.

AREA OF STUDY 2 – PRESENTING A DEVISED PERFORMANCE

In this area of study students present to an audience a devised solo and/or ensemble drama works based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories. The performance should be based on the work devised in Outcome 1.

AREA OF STUDY 3 – ANALYSING A DEVISED PERFORMANCE

In this area of study students focus on observation and analysis of their own performance work completed in Outcomes 1 and 2. They reflect upon and document work processes using appropriate drama terminology. They demonstrate development of the use of expressive skills, performance skills, stimulus material, dramatic elements, conventions, production areas, performance styles, and approaches to character and roles.

AREA OF STUDY 4 – ANALYSING A PROFESSIONAL DRAMA PERFORMANCE

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at a school may not be analysed for this outcome. Attending and analysing a performance by professional drama performers provides opportunities for students to make connections with their own work.

UNIT 2: AUSTRALIAN IDENTITY

AREA OF STUDY – 1 USING AUSTRALIA AS AN INSPIRATION

In this area of study students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

AREA OF STUDY 2 – PRESENTING A DEVISED PERFORMANCE

In this area of study students present a performance to an audience of a devised work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context. The performance should be based on the work developed for Outcome 1, and should take place in a performance space appropriate to the theme or the subject matter of the drama.

AREA OF STUDY 3 – ANALYSING A DEVISED PERFORMANCE

In this area of study students observe and analyse their own performance work completed in Outcomes 1 and 2. They reflect on and articulate the ways they used play-making techniques and processes to explore and to extract the dramatic potential of the stimulus material.

AREA OF STUDY 4 – ANALYSING AN AUSTRALIAN DRAMA PERFORMANCE

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at school cannot be analysed for this outcome.

UNIT 3: DEVISED ENSEMBLE PERFROMANCE

AREA OF STUDY 1 – DEVISING AND PRESENTING AN ENSEMBLE PERFORMANCE

In this area of study students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance.

AREA OF STUDY 2 – ANALYSING A DEVISED ENSEMBLE PERFORMANCE

In this area of study students analyse the ensemble performance devised in Outcome 1. They describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance. They analyse the selection, use and manipulation of conventions (including application of symbol and transformation of character, time and place), dramatic elements, expressive skills, performance skills, play-making techniques, production areas and selected performance styles.

AREA OF STUDY 3 – ANALYSING AND EVALUATING A PROFESSIONAL DRAMA PERFORMANCE

In this area of study students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist. Students analyse the actors' use of expressive and performance skills to represent character and to communicate meaning in the performance. They consider how the actor–audience relationship is created and manipulated and analyse and evaluate how the conventions, dramatic elements, production areas and performance styles are used in the performance.

Assessment:

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

UNIT 4: DEVISED SOLO PERFORMANCE

AREA OF STUDY 1 – DEMONSTRATING TECHNIQUES OF A SOLO PERFORMANCE

In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place. Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound or an icon.

AREA OF STUDY 2 – DEVISING A SOLO PERFORMANCE

In this area of study students create and develop a solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts. During their solo performance, students use conventions including application of symbol and transformation of character, time and place.

AREA OF STUDY 3 – ANALYSING AND EVALUATING A DEVISED SOLO PERFORMANCE

In this area of study students use appropriate drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Assessment:

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination and an end-of-year written examination. The performance examination will contribute 35 per cent to the study score. The written examination will contribute 25 per cent to the study score.

THEATRE STUDIES

UNIT 1: PRE-MODERN THEATRE STYLES AND CONVENTIONS

AREA OF STUDY 1 – EXPLORING PRE-MODERN THEATRE STYLES AND CONVENTIONS

In this area of study students study scripts from the pre-modern era of theatre, that is, works prior to the 1920s. They study at least three distinct theatre styles from the pre-modern era and the conventions and scripts associated with each. Students study innovations in theatre production in the pre-modern era. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles.

AREA OF STUDY 2 – INTERPRETING SCRIPTS

In this area of study students focus on the presentation of scripts from the pre-modern era of theatre. They work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts. They learn about processes for developing characters and consider the influence of the audience on work in production roles to enhance text interpretation.

AREA OF STUDY 3 – ANALYSING A PLAY IN PERFORMANCE

In this area of study students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance. Students study the use of theatre technologies and the elements of theatre composition in professional theatre performance. Where possible, students should analyse a pre-modern play in performance.

UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

AREA OF STUDY 1 – EXPLORING MODERN THEATRE STYLES AND CONVENTIONS

In this area of study students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern theatre.

AREA OF STUDY 2 – INTERPRETING SCRIPTS

In this area of study students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Through this work, students gain an understanding of how production teams can work collaboratively to interpret scripts. They also learn how work in production roles is informed by and contributes to the development of different theatre styles, and consider ways that theatre production work is itself shaped by the styles and contexts of the scripts. Students learn about theatre production processes including dramaturgy, planning, development and performance to an audience, and apply this to their work.

AREA OF STUDY 3 – ANALYSING AND EVALUATING A THEATRE PRODUCTION

In this area of study students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance. Where possible, for this area of study students should analyse a modern play in performance.

UNIT 3: PRODUCING THEATRE

AREA OF STUDY 1 – STAGING THEATRE

In this area of study students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script.

AREA OF STUDY 2 – INTERPRETING A SCRIPT

In this area of study students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation.

AREA OF STUDY 3 ANALYSING AND EVALUATING THEATRE

In this area of study students analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and interprets the contexts in the script.

Assessment:

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

UNIT 4: PRESENTING AN INTERPRETATION

AREA OF STUDY 1 – RESEARCHING AND PRESENTING THEATRICAL POSSIBILITIES

In this area of study students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its possibilities and its theatre styles.

AREA OF STUDY 2 – INTERPRETING A MONOLOGUE

In this area of study students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination published annually on the VCAA website. Students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived.

AREA OF STUDY 3 – ANALYSING AND EVALUATING A PERFORMANCE

In this area of study students focus on the analysis and evaluation of the acting, direction and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist. Students attend a production selected from the Unit 4 Playlist. They study the theatrical style/s evident in the performance and analyse and evaluate how actor/s, director/s and designer/s interpret the script for an audience.

Assessment:

School-assessed Coursework for Unit 4 will contribute 15 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by a monologue examination and an end-of-year written examination. The performance examination will contribute 25 per cent to the study score. The written examination will contribute 30 per cent to the study score.

MEDIA STUDIES

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

AREA OF STUDY 1 – MEDIA REPRESENTATIONS

The media plays an important role in shaping society and the values and beliefs of the audience. The construction of media products suggests a sense of realism and naturalism that belies their nature as codified representations that reflect the values of media makers and audiences at the time, location and context of their construction.

AREA OF STUDY 2 – MEDIA FORMS IN PRODUCTION

Representation, the construction of meaning, distribution, audience engagement, consumption and reception of the media provide the inspiration for students to explore ideas and develop media productions. Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1.

AREA OF STUDY 3 – AUSTRALIAN STORIES

Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

AREA OF STUDY 1 – NARRATIVE STYLE AND GENRE

In this area of study students explore and examine how narratives construct realities and meaning for audiences. Narratives are constructed and shaped referencing a rich production history. This includes the personal and distinctive style of media professionals who play leading roles in the construction of the narrative, the selection and manipulation of media codes and conventions that stem from a range of cultures and histories, and the influence and constraints of contextual factors affecting the creation, construction and distribution of the narrative.

AREA OF STUDY 2 – NARRATIVES IN PRODUCTION

Narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution. The production and distribution of narratives involves skilled use of media technologies, often in collaboration with others, where each individual undertakes specific roles and responsibilities required at each stage of the production. While the production of narratives is a creative process, they are produced for specific audiences and are constrained by the contexts in which they are produced, distributed, consumed and read. Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

AREA OF STUDY 3 – MEDIA AND CHANGE

Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. Media convergence and hybridisation collapses traditional media boundaries and significantly alters the ways audiences engage with, consume, read, participate in, influence and are shaped by the media.

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

AREA OF STUDY 1 – NARRATIVE AND IDEOLOGY

Narratives are fundamental to the relationship between the media and its audiences. Ideologies in society frame the nature, form and structure of narratives. Audiences and the media together frame the nature, form and development of discourses in society through the construction, distribution, reception and consumption of narratives that implicitly or explicitly comment on, reflect on, develop, reject or ignore ideologies. Students will explore codes and conventions of filmmaking and ideology in 2 media products.

AREA OF STUDY 2 – MEDIA PRODUCTION DEVELOPMENT

Media productions develop out of that which has come before. Media creators and producers frequently reference ideas and techniques that have been developed by others. Collecting, acknowledging and building upon ideas, structures, aesthetics and techniques informs the direction of media productions and an understanding of how audiences are engaged. Students investigate and research a selected media form to inform the development of their proposed production.

AREA OF STUDY 3 – MEDIA PRODUCTION DESIGN

The production design is developed for one of the following media forms:

- A video or film production of 3–10 minutes in length.
- An animated production of no more than 10 minutes in length.
- A radio or an audio production of a minimum of 8 minutes in length.
- A digital or an analogue photographic presentation.
- A digital or traditional print production of a minimum of 8 pages.
- A digital and/or an online production.

Assessment:

School-assessed Coursework for Unit 3 will contribute 10% to the study score.

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

AREA OF STUDY 1 – MEDIA PRODUCTION

The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

AREA OF STUDY 2 – AGENCY AND CONTROL IN AND OF THE MEDIA

The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested. The media and its audiences are now both thought to exercise agency. Students explore these power dynamics in detail.

School Assessed Task:

The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

Assessment:

School-assessed Coursework for Unit 4 will contribute 10% to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40 per cent.

SUBJECTS OFFERED IN THE

ENGLISH DEPARTMENT

LITERATURE

UNIT 1

AREAS OF STUDY 1 – READING PRACTICES

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

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

AREA OF STUDY 2 – EXPLORATION OF LITERARY MOVEMENTS AND GENRES

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students identify and examine attributes, patterns and similarities that locate each text within that grouping.

UNIT 2

AREA OF STUDY 1 – VOICES OF COUNTRY

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values.

AREA OF STUDY 2 – THE TEXT IN ITS CONTEXT

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

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 specific time period and/or culture, its ideas and concepts. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

UNIT 3

AREA OF STUDY 1 – ADAPTATIONS AND TRANSFORMATIONS

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

AREA OF STUDY 2 – DEVELOPING INTERPRETATIONS

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Informed by the supplementary reading, students develop a second interpretation of the same text,

reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4

AREA OF STUDY 1 – CREATIVE RESPONSES TO TEXTS

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. Students develop an understanding of the various ways in which authors craft texts.

AREA OF STUDY 2 – CLOSE ANALYSIS OF TEXTS

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

ENGLISH

UNIT 1

AREA OF STUDY 1 – READING AND EXPLORING TEXTS

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They develop and strengthen inferential reading and viewing skills.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives.

Students develop their own thinking and engage with the ideas of others to extend their understanding of a text. For this outcome, students will read and explore one set text.

AREA OF STUDY 2 – CRAFTING TEXTS

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

Students employ and experiment with the qualities of effective writing in their own work. They extend their creativity, fluency and range. The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography.

UNIT 2

AREA OF STUDY 1 – READING AND EXPLORING TEXTS

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

AREA OF STUDY 2 – EXPLORING ARGUMENT

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their teacher and other students to refine their ideas and expression.

UNIT 3

AREA OF STUDY 1 – READING AND CREATING TEXTS

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They develop and justify their own detailed interpretations of texts.

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

AREA OF STUDY 2 – ANALYSING ARGUMENT

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Contribution to final assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4

AREA OF STUDY 1 – READING AND COMPARING TEXTS

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed.

Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

AREA OF STUDY 2 – PRESENTING ARGUMENT

Students use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Contribution to final assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

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 AS AN ADDITIONAL LANGUAGE (EAL)

Note that there are strict VCAA rules, and an application process, to study EAL in VCE

UNIT 1: READ AND RESPOND TO TEXTS ANALYTICALLY AND CREATIVELY

AREA OF STUDY 1 – READING AND CREATING TEXTS

Students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.

AREA OF STUDY 2 – ANALYSING AND PRESENTING ARGUMENT

Students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the readers.

UNIT 2: COMPARE THE PRESENTATION OF IDEAS, ISSUES AND THEMES IN TEXTS

AREA OF STUDY 1 – READING AND COMPARING TEXTS

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

AREA OF STUDY 2 – ANALYSING AND PRESENTING ARGUMENT

Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

UNIT 3: READ AND RESPOND TO TEXTS ANALYTICALLY AND CREATIVELY

AREA OF STUDY 1 – READING AND CREATING TEXTS

students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

AREA OF STUDY 2 – ANALYSING ARGUMENT

Students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

AREA OF STUDY 3 – LISTENING TO TEXTS

Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: COMPARE THE PRESENTATION OF IDEAS, ISSUES AND THEMES IN TEXTS

AREA OF STUDY 1 – READING AND COMPARING TEXTS

Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

AREA OF STUDY 2 – PRESENTING ARGUMENT

students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 50 per cent to the study score.

SUBJECTS OFFERED IN THE

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

HEALTH AND HUMAN DEVELOPMENT

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

AREA OF STUDY 1 – UNDERSTANDING HEALTH AND WELLBEING

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

AREA OF STUDY 2 – PROMOTING HEALTH AND WELLBEING

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

AREA OF STUDY 1 – HEALTH AND WELLBEING IN A GLOBAL CONTEXT

This area of study looks at similarities and differences in major burdens of disease in low- , middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

AREA OF STUDY 2 – HEALTH AND THE SUSTAINABLE DEVELOPMENT GOALS

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Assessment:

School-assessed Coursework for Unit 3 and 4 will contribute 50 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

PHYSICAL EDUCATION

UNIT 1: THE HUMAN BODY IN MOTION

AREA OF STUDY 1 – HOW DOES THE MUSCULOSKELETAL SYSTEM WORK TO PRODUCE MOVEMENT?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity.

AREA OF STUDY 2 – HOW DOES THE CARDIORESPIRATORY SYSTEM FUNCTION AT REST AND DURING PHYSICAL ACTIVITY?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

AREA OF STUDY 1 – WHAT ARE THE RELATIONSHIPS BETWEEN PHYSICAL ACTIVITY, SPORT, HEALTH AND SOCIETY?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

AREA OF STUDY 2 – WHAT ARE THE CONTEMPORARY ISSUES ASSOCIATED WITH PHYSICAL ACTIVITY AND SPORT?

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

AREA OF STUDY 1 – HOW ARE MOVEMENT SKILLS IMPROVED?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

AREA OF STUDY 2 – HOW DOES THE BODY PRODUCE ENERGY?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

AREA OF STUDY 1 – WHAT ARE THE FOUNDATIONS OF AN EFFECTIVE TRAINING PROGRAM?

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

AREA OF STUDY 2 – HOW IS TRAINING IMPLEMENTED EFFECTIVELY TO IMPROVE FITNESS?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

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

SUBJECTS OFFERED IN THE

HUMANITIES DEPARTMENT

AUSTRALIAN AND GLOBAL POLITICS

UNIT 1: IDEAS, ACTORS AND POWER

AREA OF STUDY 1 – POWER AND IDEAS

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and states. In Area of Study 1, students consider key concepts related to power and democracy. This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students explore the characteristics of the Australian political system and investigate a case study of a non- democratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

AREA OF STUDY 2 – POLITICAL ACTORS AND POWER

In this area of study students explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics. They can formulate and advance ideas which are contested in elections. If successful, a party can form government and shape the political agenda. Unlike political parties, interest groups do not usually seek parliamentary representation. Rather, they seek to influence the government of the day about particular issues. These issues may be local and/or global. The media also plays a significant role in reporting and interpreting Australian politics. This area of study explores the ways social media and the 24-hour news cycle influence political debate.

UNIT 2: GLOBAL CONNECTIONS

AREA OF STUDY 1 – GLOBAL LINKS

In this area of study students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has transformed lives and created global links, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders. Students investigate key political, economic and social links throughout the global community. Political links are illustrated by the increased role of international non-government organisations. Economic links have changed the way in which commerce, trade and investment occur as seen through the rise of e-Bay and online shopping. This has facilitated the growing power of transnational corporations (TNCs) to shape global trading patterns and political agendas, as seen through the global reach of corporations such as Apple, Toyota and Shell. Social links – the way citizens communicate, network and travel – have been transformed by Facebook, Twitter and Instagram and the increased accessibility of air travel. Students examine the impact of these global links on the state, human rights, culture and the environment. Students explore and apply two key theories about global politics: realism and cosmopolitanism. Students also investigate Australia's involvement in an issue affecting the global community, and assess the response.

AREA OF STUDY 2: GLOBAL COOPERATION AND CONFLICT

In this area of study students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The theory of cosmopolitanism advocates a global community with a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. The global community is composed of citizens, states, Intergovernmental Organisations (IGOs) such as the United Nations and the World Trade Organization, NGOs, TNCs and other non-state actors. Students consider the extent to which this notion of a cosmopolitan global community can effectively deal with global challenges posed by the realist perspective of some global actors.

GLOBAL POLITICS

UNIT 3: GLOBAL ACTORS

AREA OF STUDY 1 – GLOBAL ACTORS

In this area of study students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC). They use evidence to analyse the key global actors and their aims, roles and power. The state has traditionally been seen as the central actor within global politics because the world is predominantly divided into these political communities. However, the power of the state is being challenged by intergovernmental organisations, non-state actors and transnational corporations. Students develop an understanding that all global actors have the capacity to challenge state sovereignty to varying degrees.

AREA OF STUDY 2 – POWER IN THE ASIA PACIFIC

In this area of study students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years. Students should be able to examine the concepts of national interests and power as they relate to the state, and the way in which ONE Asia Pacific state uses power to achieve the state. For this area of study, students study ONE of the following states in the Asia-Pacific: Australia, China, Indonesia, Japan, United States.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: GLOBAL CHALLENGES

AREA OF STUDY 1 – ETHICAL ISSUES AND DEBATES

In this area of study students examine debates about TWO global ethical issues. These ethical issues may include people movement, development, arms control or human rights. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. Students consider the international law that relates to these issues. They examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law. Students develop the understanding that global actors' responses may be guided by the particular ethical perspective they bring to these issues.

AREA OF STUDY 2: GLOBAL ISSUES

In this area of study students investigate the causes of TWO global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution. Students discover that the causes of these crises may be cyclical and the responses can at times exacerbate the original crisis. Students also engage with the key aspects of each crisis or ideas that relate to each crisis. For each case study, students will be required to consider the context and cause of each crisis and evaluate the overall effectiveness of responses to those issues.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

GEOGRAPHY

UNIT 1: HAZARDS AND DISASTERS

AREA OF STUDY 1 – CHARACTERISTICS OF HAZARDS

In this area of study students examine hazards and hazard events, and analyse the impacts of hazard events. They study at least two specific hazards at different scales. Students select one hazard from at least two different types of hazards listed above, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and to undertake fieldwork.

AREA OF STUDY 2: RESPONSE TO HAZARDS

In this area of study students distinguish between a hazard and a hazard event, which can result in a disaster depending on its impact and interconnections. They explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. Students consider natural and human factors influencing the nature of responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the capacity of government organisations and communities to act, issues and challenges that arise from responses to hazards and hazard events, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

UNIT 2: TOURISM: ISSUES AND CHALLENGES

AREA OF STUDY 1 – CHARACTERISTICS OF TOURISM

In this area of study students examine the characteristics of tourism, the location and distribution

of different types of tourism and tourist destinations, and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. The selection of examples should allow students to work with a range of information sources, for example statistical data, digital images, streamed video, geospatial technologies and a variety of maps at various scales, as well as to undertake fieldwork.

AREA OF STUDY 2 – IMPACT OF CHALLENGES-ISSUES AND CHALLENGES

In this area of study students explore the environmental, economic, social and cultural impacts

of different types of tourism, and the issues and challenges that these create for people and the environment. They investigate at least one tourism location using appropriate fieldwork techniques, and one location elsewhere in the world that requires an investigation of ethical tourism. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This fieldwork site could be the same fieldwork site explored in Area of Study 1. They investigate the interconnection of the two selected locations with their surrounding region and national context.

UNIT 3: CHANGING THE LAND

AREA OF STUDY ONE – LAND COVER CHANGE

In this area of study students undertake an overview of global land cover and changes that have occurred over time. Students investigate two major processes that are changing land cover: melting glaciers and ice sheets, and deforestation. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes in two different locations in the world – one location for each process. Students evaluate two different global responses to the impacts of land cover change, one global response for each process. On completion of this unit the student should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.

AREA OF STUDY 2 – LAND USE CHANGE

Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. This change may have recently occurred, be underway or be planned for the near future. On completion of this unit the student should be able to analyse land use change and evaluate its impacts.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: HUMAN POPULATION: TRENDS AND ISSUES

AREA OF STUDY ONE: POPULATION DYNAMICS

In this area of study students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics, students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external population movements and how they can be long term or short term. To illustrate the dynamics of population, students examine examples from within and between countries with different economic and political conditions and social structures. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population. On completion of this unit the student should be able to analyse and discuss population dynamics on a global scale.

AREA OF STUDY TWO: POPULATION ISSUES AND CHALLENGES

Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Issues resulting from these population trends include, among others, meeting the differing economic and social needs of the people for each country and the needs of the environment. Students investigate issues arising from each population trend and the challenges that arise in coping with the issues. Students study the interconnection between these issues and challenges with population dynamics. Students evaluate the effectiveness of strategies in response to these issues and challenges.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

ANCIENT HISTORY

UNIT 1: ANCIENT MESOPOTAMIA

AREA OF STUDY 1 – DISCOVERING CIVILISATION

Students focus on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE. Historians and archaeologists use the term 'civilisation' to describe the practices and institutions of urban life. The changes that took place in the region between the rivers Tigris and Euphrates exemplify this concept.

AREA OF STUDY 2: ANCIENT EMPIRES

Students focus on the First Babylonian Dynasty, the Assyrian Empire and the fall of Nineveh at the end of Neo-Assyrian Period (612 BCE). Towards the close of the third millennium, the semi-nomadic Amorites started to enter the region. The Amorites gradually extended their power through Mesopotamia but did not form an empire. Later, the Amorite Hammurabi brought much of Mesopotamia under Babylonian control. This included the city of Mari. Furthermore, when the Amorite Shamshi-Adad I became king of Assyria in northern Mesopotamia, he installed his son as the ruler of Mari. The excavation of Babylonian royal palaces and the discovery of 20,000 cuneiform tablets have enabled historians and archaeologists to learn a great deal about how civilisation was understood.

UNIT 2: ANCIENT EGYPT

AREA OF STUDY 1 – THE DOUBLE CROWN

In this area of study students focus on kingship in Old Kingdom Egypt from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE). The ancient Egyptians believed that for something to be complete, it needed to be made up of two parts. Hence, the double crown of Egypt consisted of two parts: the red crown represented the Nile delta of Lower Egypt; the white crown signified dominion over Upper Egypt, the area south of the Nile Delta to First Cataract. The Old Kingdom (2575–2134 BCE) was a period of prosperity and consolidation, but power was concentrated in the hands of the few. The closing years of the Old Kingdom are marked by an important change: kings found it increasingly difficult to control the state. The result was the demise of the unified state. This was one of the causes of upheaval and decline during the First Intermediate Period (2134–2040 BCE).

AREA OF STUDY 2 – MIDDLE KINGDOM EGYPT: POWER AND PROPAGANDA

Students focus on the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE). The civil wars of the First Intermediate Period were ended by Mentuhotep II, governor of Thebes. He reunified Egypt and centralised government, subordinating local governors to more senior officials, thus addressing a structural flaw that had brought the Old Kingdom undone. Trade once again flourished. Rather than constructing a pyramid, he demonstrated his power in a very different style of mortuary temple. This was constructed at Deir-el-Bahri, near what would become the Valley of the Kings. Kings of the Twelfth Dynasty also used literary texts as propaganda. Examples include The Prophecy of Nefertiti and The Story of Sinuhe. Students analyse these sources and the way they present royal power and what they reveal about other facets of life in the Middle Kingdom. Ultimately, however Middle Kingdom Egypt collapses as a result of the invading Hyksos.

HISTORY REVOLUTIONS – 2023 ONLY

UNIT 3: RUSSIAN REVOLUTION

AREA OF STUDY 1 – THE RUSSIAN REVOLUTION (1896– 26 OCTOBER 1917) - CAUSES OF REVOLUTION

Students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

AREA OF STUDY 2 – THE RUSSIAN REVOLUTION (26 OCTOBER 1917–1927) - CONSEQUENCES OF REVOLUTION

Students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: CHINESE REVOLUTION

AREA OF STUDY 1 – THE CHINESE REVOLUTION (1912-OCTOBER 1949) – CAUSES OF REVOLUTION

Students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

AREA OF STUDY 2 – THE CHINESE REVOLUTION (OCTOBER 1949 – 1976)

Students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

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

ANCIENT HISTORY – FROM 2024

UNIT 3: ANCIENT EGYPT

AREA OF STUDY 1 – LIVING IN AN ANCIENT SOCIETY: (1550–1069 BCE) – NEW KINGDOM EGYPT

Students focus on the historical significance of the social, political and economic features of the selected ancient society. The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record.

AREA OF STUDY 2 – PEOPLE IN POWER, SOCIETY IN CRISIS: THE AMARNA PERIOD (1391–1292 BCE)

In this area of study students focus on crisis in ancient Egypt, Greece or Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points, students analyse the causes and consequences of the crisis. They explore how key individuals influenced events, including, in some cases, making decisions that shaped their societies. To comprehend these individuals, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals develops students' understanding of human agency.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: ANCIENT GREECE

AREA OF STUDY 1 – LIVING IN AN ANCIENT SOCIETY– GREECE (800–454 BCE)

Students focus on the historical significance of the social, political and economic features of the selected ancient society. The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record.

AREA OF STUDY 2 – PEOPLE IN POWER, SOCIETY IN CRISIS – THE PELOPONNESIAN WAR (460–404 BCE)

In this area of study students focus on crisis in ancient Egypt, Greece or Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points, students analyse the causes and consequences of the crisis. They explore how key individuals influenced events, including, in some cases, making decisions that shaped their societies. To comprehend these individuals, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals develops students' understanding of human agency.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

SUBJECTS OFFERED IN THE

LANGUAGES DEPARTMENT

CHINESE FIRST LANGUAGE

UNIT 1: THE STUDY OF SUBTOPICS A

AREA OF STUDY 1 – INTERPERSONAL COMMUNICATION

In this area of study students develop skills and knowledge in establishing and maintaining a spoken or written exchange related to an issue of interest or concern on a selected subtopic. Students develop understanding that the content and the direction of an exchange are influenced by the participants and by the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

AREA OF STUDY 2 – INTERPRETIVE COMMUNICATION

In this area of study students interpret and reorganise information and ideas from two texts based on a selected subtopic. The texts may be spoken, written or viewed. Students hone their skills and knowledge to read, listen to or view texts in Chinese, to interpret content and combine information from the texts in a written response in a different text type from those presented. Viewed texts could include photographs, charts, drawings, paintings, films, menus, maps, posters, diagrams or advertisements.

AREA OF STUDY 3 – PRESENTATIONAL COMMUNICATION

In this area of study students present content in Chinese related to a selected subtopic. They develop understanding of the conventions of both imaginative writing and speech, and prepare a presentation that includes imaginative elements in either spoken or written form. The presentation recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

UNIT 2: THE STUDY OF SUBTOPICS B

AREA OF STUDY 1 – INTERPERSONAL COMMUNICATION

In this area of study students participate in a spoken or written exchange focusing on the resolution of an issue related to the selected subtopic. They develop skills and knowledge that enable them to explore and engage with the issue chosen, and then express themselves with an interlocutor in a written or verbal form to resolve the issue.

AREA OF STUDY 2 – INTERPRETIVE COMMUNICATION

In this area of study students interpret spoken, viewed or written texts on a chosen subtopic. They interpret the meaning of two selected texts and discern linguistic nuance, beyond mere comprehension. Students extract relevant and appropriate information from the texts, compare the perspectives expressed in the two texts and produce a spoken or written response. Students develop their skills and knowledge to read, listen to or view texts in Chinese and to use information in a new context.

AREA OF STUDY 2 – PRESENTATIONAL COMMUNICATION

In this area of study students present in Chinese content related to a selected subtopic. They respond to a fictional text, and develop their understanding of the techniques and characteristics of informative and personal writing or speech. They prepare a presentation in either spoken or written form.

UNIT 3 THE STUDY OF SUBTOPICS C

AREA OF STUDY 1 – INTERPERSONAL COMMUNICATION

In this area of study students develop their skills in oral communication on a selected subtopic to exchange points for and against an aspect of the subtopic. Students research evaluative arguments through related texts to exchange information, opinions and experiences. They discover a variety of ways to acknowledge other speakers' points of view, and how to negotiate and present opposing evaluations. They present their findings in a linguistically and culturally appropriate manner and they use relevant information to respond clearly to questions.

AREA OF STUDY 2 – INTERPRETIVE COMMUNICATION

In this area of study students analyse and use information from spoken and viewed texts relating to a selected subtopic and write responses in Chinese. The viewed texts may be pictorial or printed and may consist of a text, such as a film or documentary, already seen and studied in class in this unit, or a photograph, chart, drawing, map, diagram, menu, poster, painting or advertisement.

AREA OF STUDY 3 – PRESENTATIONAL COMMUNICATION

In this area of study students express ideas through the production of an imaginative text for a selected subtopic. They study relevant stylistic elements of imaginative writing and how to present them through different text types. Students create an original piece of imaginative writing in Chinese on an aspect of the selected subtopic. They analyse and reflect on content related to the selected subtopic to identify aspects suited to storytelling. Students consider the language and features of the types of text they encounter to ensure their writing includes culturally appropriate content and expression.

Assessment: School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4: EXTENDED STUDY OF LANGUAGE AND CULTURE

AREA OF STUDY 1 – INTERPRETIVE COMMUNICATION

In this area of study students analyse and use information from written and viewed texts on a selected subtopic that is different from subtopics studied in Areas of Study 2 and 3. Students provide insights into the chosen texts and respond to specific questions or instructions in writing to develop their analytical skills.

AREA OF STUDY 2 – PRESENTATIONAL COMMUNICATION

In this area of study students undertake the extended study of language and culture. They respond critically to spoken, viewed and written texts which reflect aspects of language and culture from a selected subtopic related to any of the three topics, Literature and the Arts, Stories from the past or Youth issues from the theme 'Tradition and change in Chinese-speaking communities'. Students create an original persuasive or evaluative written response in Chinese on an aspect of the subtopic in a specified number of characters. Their writing will be presented through a selected text type, for example, report, article or review.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

FRENCH

UNIT 1

AREA OF STUDY 1 – FAMILY AND FRIENDSHIP RELATIONSHIPS

In this area of study, students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in French on the topic of family, friendships and relationships in an authentic manner. Students also learn to address, discuss and negotiate on challenges formed in relationships

AREA OF STUDY 2 – CINEMA AND ENTERTAINMENT AS CULTURAL PERSPECTIVES

In this area of study, students locate and use information from two texts in French, chosen from written, spoken or audio-visual materials to develop skills and knowledge to read, listen to or view texts in French effectively. They summarise content to combine information from the texts in written responses in French and English. Students are immersed in the world of cinema and entertainment in order to discover it as a cultural practice.

AREA OF STUDY 3 – FRANCE THROUGH HISTORY

Following from the skills taught in the previous study, students present content related to French history in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, re-tells or interprets information, concepts and ideas for a specific audience. The presentation will also feature cultural products or practices from French-speaking communities. Students explore significant French figures, events and dates.

UNIT 2

AREA OF STUDY 1 – COMMUNICATION AND MEDIA

In this area of study, students form a written exchange in French. They develop skills and knowledge that enable them to read, listen to and view texts in French and to develop a suitable response in French. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email. Students reflect on the impact of the media and social media in both France and Australia and their impact on modern societies

AREA OF STUDY 2 – THE ARTS

In this area of study, students extract information from texts provided in French and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in French and to use information in a new context. Students learn the vocabulary necessary to analyse art, focusing on the Impressionist era and artists. They will virtually visit French museums and discuss and analyse what they can see and find interesting.

AREA OF STUDY 3 – IMMIGRATION IN FRANCE

In this area of study students research cultural products or practices that demonstrate an aspect of French culture. They develop an oral presentation in French on an aspect of immigration in France of interest to them. Students learn about the history and impact of immigration on France and the French culture. They also reflect on the challenges that a multicultural French society presents. They discuss the many ways in which French society is enriched by other cultures contributing to France.

UNIT 3

AREA OF STUDY 1 – YOUTH ISSUES

In this area of study, students will learn how to resolve a personal issue by using spoken expressions and vocabulary of negotiation and discussion. Students will explore current youth issues in not only France and Australia but also different francophones contexts to identify points of similarities and/ or differences. Students will also further develop their understanding of the vocabulary and grammatical structures for this unit.

AREA OF STUDY 2 – TOURISM AND ECOTOURISM

By completing this unit of work, students will consider the influences of tourism and ecotourism around the world. Students will explore various text types in the presentation of key vocabulary, grammar and content and will develop their ability to interpret information to communicate by exploring numerous texts to form written responses in French. In this way, students will develop their skills in synthesising information from written, spoken and visual texts.

AREA OF STUDY 3 – TECHNOLOGY AND SCIENCE

In this area of study, students will explore the world around them by delving into the modern and current new technologies and sciences in targeted countries. Student will explore advances and innovations and the impacts. Students will be able to express ideas in a personal, informative or imaginative piece of writing in French.

Assessment:

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

UNIT 4

AREA OF STUDY 1 AND 2 – THE ENVIRONMENT

Students completing these areas of study will explore the environment, environmental issues and developments and sustainability in Australia, France and other francophone settings. For Area of Study 1, students should be able to share ideas in a spoken exchange in French in a three to-four interview. For Area of Study 2, students will form a written response on the topic of environment by incorporating and extracting information from three or more texts.

AREA OF STUDY 3 – ASPIRATIONS AND CAREERS

During their final unit of study, students will discover and learn about different aspirations, career choices and future projects, including gap years, tertiary options and the workplace advantages and concerns. Students will be able to express their current social contexts of completing high school in the target language.

Assessment:

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 50 per cent to the study score. The final examination consists of both an oral examination (15 minute) and a written examination (2 hours writing time, 15 minutes reading time). The oral examination will contribute 12.5 per cent to the study score and the written examination will contribute 37.5 per cent to the study score.

SUBJECTS OFFERED IN THE

MATHEMATICS DEPARTMENT

FOUNDATION MATHEMATICS

FOUNDATION MATHEMATICS UNITS 1 & 2

Foundation Mathematics is a course designed to allow students' opportunities to engage in real world mathematics and provides a pathway for students who may be finding Year 10 General Mathematics challenging.

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

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

Areas of Study:

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

FOUNDATION MATHEMATICS UNITS 3 & 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

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

Areas of Study:

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Internal assessment:

School-assessed Coursework for Unit 3 will contribute 40 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40 per cent to the study score.

The examination will be of two hours' duration and student access to a scientific calculator will be assumed. One bound reference text (which may be annotated) or lecture pad may be brought into the examination. VCAA examination rules will apply.

GENERAL MATHEMATICS

GENERAL MATHEMATICS UNIT 1&2

General Mathematics is designed to be widely accessible for students who consistently produce satisfactory results in Year 10 Mathematics and may lead on to general Mathematics Units 3 & 4. It is suitable for students who do not require a high level of mathematics as a prerequisite for tertiary studies but wish to continue with their mathematical education. Calculator technology and summary reference material are used throughout the teaching, learning and assessment.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

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

Areas of Study:

Unit 1:

- Investigating and comparing data distributions
- Arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics
- Linear functions, graphs, equations and models
- Matrices

Unit 2:

- Investigating relationships between two numerical variables
- Graphs and networks
- Variation
- Space, measurement and applications of trigonometry

GENERAL MATHEMATICS UNITS 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

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

Areas of Study:

- Data Analysis
- Recursion and financial modelling
- Matrices
- Networks and decision mathematics

Internal assessment:

School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score

External assessment:

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

The examinations will contribute 60 per cent to the study score. Each examination will contribute 30 per cent to the study score.

MATHEMATICAL METHODS

MATHEMATICAL METHODS UNITS 1 & 2

Mathematical Methods is a rigorous course, requiring higher order thinking and application of algebraic and graphical skills and techniques. Students considering enrolling in Mathematical Methods should have a prerequisite deep understanding of linear and quadratic algebra and graphs, and should be performing at a high level in Year 10 Mathematics. This course is designed as a pathway to Mathematical Methods 3 & 4.

The Mathematical Methods 1 & 2 course can be completed by itself, or taken alongside Specialist Mathematics 1 & 2.

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

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

Areas of Study:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

MATHEMATICAL METHODS UNITS 3 & 4

Mathematical Methods Units 3 and 4 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. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

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

Areas of Study:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Internal assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Examination 1 will contribute 20 per cent to the study score and Examination 2 will contribute 40 per cent to the study score.

SPECIALIST MATHEMATICS

SPECIALIST MATHEMATICS UNITS 1 & 2

Specialist Mathematics is taken alongside Mathematical Methods for those students wishing to undertake an in-depth analysis of mathematics, exploring application to science and engineering. To consider including Specialist Mathematics in VCE pathways students should be attaining consistently very high results across all topics in their Year 10 course and particularly enjoy the challenge of mathematics.

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

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

Areas of Study:

Unit 1:

- Proof and number
- Graph and theory
- Logic and algorithms
- Sequences and series
- Combinatorics
- Matrices

Unit 2:

- Simulation, sampling and sampling distributions
- Trigonometry
- Transformations
- Vectors in the plane
- Complex numbers
- Functions, relations and graphs

SPECIALIST MATHEMATICS UNITS 3 & 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

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

Areas of Study:

- Logic and proof
- Functions, relations and graphs
- Complex numbers
- Calculus
- Space and measurement
- Data analysis, probability and statistics

Internal assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

External assessment:

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Examination 1 will contribute 20 per cent to the study score and Examination 2 will contribute 40 per cent to the study score.

SUBJECTS OFFERED IN THE

MUSIC DEPARTMENT

MUSIC

UNIT 1: ORGANISATION OF MUSIC

AREA OF STUDY ONE – PERFORMING

Students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

AREA OF STUDY TWO – CREATING

Students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

AREA OF STUDY THREE – ANALYSING AND RESPONDING

Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills through identifying, recreating and documenting music language concepts, for example chords, scales, melodic and rhythmic patterns.

UNIT 2: EFFECT IN MUSIC

AREA OF STUDY ONE – PERFORMING

Students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practical music-making and further development of performance skills. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

AREA OF STUDY TWO – CREATING

Students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

AREA OF STUDY THREE – ANALYSING AND RESPONDING

Students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised. They continue to develop their auditory discrimination and memory skills through identifying, recreating and recording common musical language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

Subject:

Music Repertoire Performance

UNIT 3: REPERTOIRE PERFORMANCE

AREA OF STUDY ONE – PERFORMING

Students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and develop ways of communicating expressive intentions to an audience. Across Unit 3, students select repertoire and begin preparing a recital program for external assessment in Unit 4. The final program must also include at least one Australian work composed since 1990 and one ensemble work.

AREA OF STUDY TWO – ANALYSING FOR PERFORMANCE

Students focus on the processes of analysis and research that they undertake when preparing musical works for performance. Research materials include musical scores, sound recordings, texts, live performances and critical discussion with other musicians. As students develop their recital program, they trial a wide range of general practise techniques and instrument-specific strategies. Students evaluate the strengths and weaknesses in their performance capabilities and develop a planned approach to improvement.

AREA OF STUDY THREE – RESPONDING

Students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians. They demonstrate this knowledge through analysis of a wide variety of performances and recordings. They develop their auditory discrimination and memory skills by responding to music examples in isolation and in context. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

UNIT 4: REPERTOIRE PERFORMANCE

AREA OF STUDY ONE – PERFORMING

Students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. Across Unit 4, students work towards presenting their recital program for external assessment.

AREA OF STUDY TWO – ANALYSING FOR PERFORMANCE

Students focus on the processes of analysis and research that they undertake when preparing musical works for performance. Research materials include musical scores, sound recordings, live performances, texts and critical discussion with other musicians. Students prepare for a school-assessed dialogue with their teacher. Through discussion and performance, they demonstrate a selection of practise strategies.

AREA OF STUDY THREE – RESPONDING

Students develop their understanding of the ways elements of music and musical concepts are interpreted by other musicians. They demonstrate this knowledge through analysis of a wide variety of recordings and live performances. Students also develop their auditory discrimination and memory skills by responding to music examples in isolation and in context. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

Assessment:

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

External Assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year aural and written examination, and by a performance examination. The performance examination will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

Subject:

Music Contemporary Performance

UNIT 3: CONTEMPORARY PERFORMANCE

AREA OF STUDY ONE – PERFORMING

Students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works. They investigate the possibilities of exhibiting personal voice by reimagining at least one existing work

AREA OF STUDY TWO – ANALYSING FOR PERFORMANCE

Students focus on the processes of analysis and practices that they undertake to develop their performances. This includes investigating how may be developed in performance.. Students investigate and implement approaches for developing a command of their instrument, presentation skills and strategies for reimagining an existing work. Students prepare for a school-assessed dialogue with their teacher. Through discussion and performance, students demonstrate a selection of practice strategies.

AREA OF STUDY THREE – RESPONDING

Students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers

have interpreted and/or reimagined works in performance. They develop their auditory discrimination and memory skills in relation to the works they hear by identifying and re-creating music language concepts related to contemporary performance. They use documentation to transcribe these concepts as appropriate to genre/style.

Assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

UNIT 4: CONTEMPORARY PERFORMANCE

AREA OF STUDY ONE – PERFORMING

Students perform regularly in a variety of contexts and use these performances to consolidate their development of technical skills and interpretation approaches relevant to the style(s) of the selected works. They consolidate their approach to reimagining an existing work in performance. Across Unit 4, students must select a program of works for external assessment, using the performance examination specifications. One of the performed works will be a reimagining of an existing work, and the other will be an original work created by an Australian artist since 1990.

AREA OF STUDY TWO – ANALYSING FOR PERFORMANCE

Students continue to focus on the processes of analysis and practices that they undertake to develop their performances, including approaches to reimagining an existing work. Students refine their understanding of how a sense of personal voice may be achieved in performance. As students develop strategies for practice and performance, they trial the use of a wide range of techniques and instrument-specific conventions. Students investigate and implement approaches for developing a command of their instrument, presentation skills and reimagining techniques.

AREA OF STUDY THREE – RESPONDING

Students continue to develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance. Students continue to develop their auditory discrimination and memory skills in relation to the works they study, identifying music language concepts related to contemporary performance and using appropriate documentation conventions.

Assessment:

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

External Assessment:

An end-of-year aural and written examination (20%), and by a performance examination (50%).

SUBJECTS OFFERED IN THE

SCIENCE DEPARTMENT

BIOLOGY

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

AREA OF STUDY 1 – HOW DO CELLS FUNCTION?

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division. Students consider the properties of stem cells.

AREA OF STUDY 2 – HOW DO PLANT AND ANIMAL SYSTEM FUNCTION?

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment.

AREA OF STUDY 3 – HOW DO SCIENTIFIC INVESTIGATIONS DEVELOP UNDERSTANDING OF HOW ORGANISMS REGULATE THEIR FUNCTIONS?

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

AREA OF STUDY 1 – HOW IS INHERITANCE EXPLAINED?

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict.

AREA OF STUDY 2 – HOW DO INHERITED ADAPTATIONS IMPACT ON DIVERSITY?

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity. Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of species in Australian ecosystems.

AREA OF STUDY 3 – HOW DO HUMANS USE SCIENCE TO EXPLORE AND COMMUNICATE CONTEMPORARY BIOETHICAL ISSUES?

In this area of study students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

AREA OF STUDY 1 – WHAT IS THE ROLE OF NUCLEIC ACIDS AND PROTEINS IN MAINTAINING LIFE?

In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

AREA OF STUDY 2 – HOW ARE BIOCHEMICAL PATHWAYS REGULATED?

In this area of study students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Assessment:

School-assessed Coursework for Unit 3 will contribute 0 per cent to the study score.

UNIT 4: HOW DOES LIFE CHANGES AND RESPOND TO CHALLENGES?

AREA OF STUDY 1 – HOW DO ORGANISMS RESPOND TO PATHOGENS?

In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases. Students consider that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

AREA OF STUDY 2 – HOW ARE SPECIES RELATED OVER TIME?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

AREA OF STUDY 3: HOW IS SCIENTIFIC INQUIRY USED TO INVESTIGATE CELLULAR PROCESSES AND/ OR BIOLOGICAL CHANGE?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment: School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

External Assessment:

The examination will contribute 50 per cent to the study score.

CHEMISTRY

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

AREA OF STUDY 1 – HOW DO THE CHEMICAL STRUCTURES OF MATERIALS EXPLAIN THEIR PROPERTIES AND REACTIONS?

In this area of study students focus on elements as the building blocks of useful materials. Students investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. Students develop their skills in the use of scientific equipment and apparatus.

AREA OF STUDY 2 – HOW ARE MATERIALS QUANTIFIED AND CLASSIFIED?

In this area of study students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds. Students learn to calculate mole quantities, use systematic nomenclature to name organic compounds; explain how polymers can be designed for a purpose; and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

AREA OF STUDY 3 – HOW CAN CHEMICAL PRINCIPLES BE APPLIED TO CREATE A MORE SUSTAINABLE FUTURE?

In this area of study students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy).

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

AREA OF STUDY 1 – HOW DO CHEMICALS INTERACT WITH WATER?

In this area of study students focus on understanding the properties of water and investigating acid-base and redox reactions. Students explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity.

AREA OF STUDY 2 – HOW ARE CHEMICALS MEASURED AND ANALYSED?

In this area of study students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. Students quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

AREA OF STUDY 3 – HOW DO QUANTITATIVE SCIENTIFIC INVESTIGATIONS DEVELOP OUR UNDERSTANDING OF CHEMICAL REACTIONS?

In this area of study students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis. Students develop a research question and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

AREA OF STUDY 1 – WHAT ARE THE OPTIONS FOR ENERGY PRODUCTION?

In this area of study students focus on analyzing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

AREA OF STUDY 2 – HOW CAN THE YIELD OF A CHEMICAL PRODUCT BE OPTIMISED?

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate a range of electrolytic cells, including the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry and to determine cell efficiencies.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

AREA OF STUDY 1 – HOW CAN THE DIVERSITY OF CARBON COMPOUNDS BE EXPLAINED AND CATEGORISED?

In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named. Students investigate trends in the physical and chemical properties of various organic families of compounds. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

AREA OF STUDY 2 – WHAT IS THE CHEMISTRY OF FOOD?

In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.

AREA OF STUDY 3 – PRACTICAL INVESTIGATION

In this area of study students design and conduct a scientific investigation related to energy and/or food. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. Findings are communicated in a scientific poster format.

Assessment:

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 60 per cent to the study score.

PHYSICS

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

AREA OF STUDY 1 – HOW ARE LIGHT AND HEAT EXPLAINED?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

AREA OF STUDY 2 – HOW IS ENERGY FROM THE NUCLEUS UTILISED?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

AREA OF STUDY 3 – HOW CAN ELECTRICITY BE USED TO TRANSFER ENERGY?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

AREA OF STUDY 1 – HOW IS MOTION UNDERSTOOD?

In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

AREA OF STUDY – OPTIONS: HOW DOES PHYSICS INFORM CONTEMPORARY ISSUES AND APPLICATIONS IN SOCIETY?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used.

AREA OF STUDY 2 – HOW DO PHYSICISTS INVESTIGATE QUESTIONS?

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

AREA OF STUDY 1 – HOW DO THINGS MOVE WITHOUT CONTACT?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

AREA OF STUDY 2 – HOW ARE FIELDS USED TO MOVE ELECTRICAL ENERGY?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

AREA OF STUDY 3 – HOW FAST CAN THINGS GO?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion. They explore the relationships between force, energy and mass.

Assessment:

School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

AREA OF STUDY 1 – HOW CAN WAVES EXPLAIN THE BEHAVIOUR OF LIGHT?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves.

AREA OF STUDY 2 – HOW ARE LIGHT AND MATTER SIMILAR?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties.

AREA OF STUDY 3 – PRACTICAL INVESTIGATION

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4.

Assessment:

School-assessed Coursework for Unit 4 will contribute 19 per cent to the study score. External assessment: The examination will contribute 60 per cent to the study score

PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

AREA OF STUDY 1 – WHAT INFLUENCES PSYCHOLOGICAL DEVELOPMENT?

Students consider the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories. Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised.

AREA OF STUDY 2 – HOW ARE MENTAL PROCESSES AND BEHAVIOUR INFLUENCED BY THE BRAIN?

In this area of study students explore how the understanding of brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain. They develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain.

AREA OF STUDY 3 – HOW DOES CONTEMPORARY PSYCHOLOGY CONDUCT AND VALIDATE PSYCHOLOGICAL RESEARCH?

In this area of study students investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning enables students to explore and compare responses to contemporary psychological concepts as well as engage in the analysis and evaluation of methodologies, methods and conclusions of research studies.

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

AREA OF STUDY 1 – HOW ARE PEOPLE INFLUENCED TO BEHAVE IN PARTICULAR WAYS?

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance.

AREA OF STUDY 2 – WHAT INFLUENCES A PERSON'S PERCEPTION OF THE WORLD?

Students explore the influence of biological, psychological and social factors on visual and gustatory perception. Perceptual distortions of vision and taste are explored when looking at the fallibility of perceptual systems. Students may choose to explore a range of different visual illusions to understand how individuals misinterpret real sensory stimuli.

AREA OF STUDY 3 – HOW DO SCIENTIFIC INVESTIGATIONS DEVELOP UNDERSTANDING OF INFLUENCES ON PERCEPTION BEHAVIOUR?

In this area of study students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour. They generate appropriate qualitative and/or quantitative data, organise and interpret the data, and research a conclusion in response to the research question.

UNIT 3 HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

AREA OF STUDY 1 – HOW DOES THE NERVOUS SYSTEM ENABLE PSYCHOLOGICAL FUNCTIONING?

In this area of study students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity.

AREA OF STUDY 2 – HOW DO PEOPLE LEARN AND REMEMBER?

Students explore memory as the process by which knowledge is encoded, stored and later retrieved, as illustrated by Richard Atkinson and Richard Shiffrin's multi-store model of memory, including how information passes through distinct memory stores in order for it to be stored relatively permanently. Students explore the interconnectedness of brain regions in storing explicit and implicit memories and the role of semantic and episodic memory in cognition. They consider the use of mnemonics to increase the encoding, storage and retrieval of information and develop an understanding of the contribution of Aboriginal and Torres Strait Islander knowledges and perspectives in understanding memory and learning.

Assessment:

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

AREA OF STUDY 1 – HOW DOES SLEEP AFFECT METAL PROCESSES AND BEHAVIOUR?

In this area of study students focus on sleep as an example of an altered state of consciousness and the different demands humans have for sleep across the life span. They compare REM and NREM sleep as examples of naturally occurring altered states of consciousness and investigate the biological mechanisms of the sleep-wake cycle in terms of the timing of sleep, what causes individuals to be sleepy at night and why individuals wake when required.

AREA OF STUDY 2 – WHAT INFLUENCE MENTAL WELLBEING?

In this area of study students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty. Students investigate the concept of mental wellbeing as a continuum, recognising that an individual's mental wellbeing is influenced by the interaction of internal and external factors and fluctuates over time. Students apply a biopsychosocial approach to the development and management of a specific phobia.

AREA OF STUDY 3 – HOW IS SCIENTIFIC INQUIRY USED TO INVESTIGATE MENTAL PROCESS AND PSYCHOLOGICAL FUNCTIONING?

Students undertake a student-designed scientific investigation. The investigation involves the generation of primary data relating to mental processes and psychological functioning. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or the field.

Assessment:

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

External assessment:

The examination will contribute 50 per cent to the study score.

A GLOSSARY OF VCE TERMS

The following glossary, listed alphabetically, is provided to assist in an understanding of the VCE. At the beginning of Year 11, students will be provided with a VCE Handbook, explaining important rules and other VCE arrangements.

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)

The ATAR is an overall percentile ranking reflecting the comparative performance of a student against all students in the given year. The highest rank therefore is 99.95%, and will be expressed to two decimal points. An ATAR will be issued to students who have accumulated a minimum of four normalised global scores, including a score for English or EAL, and who are completing at least one VCE study in the current year. Students will receive an advice letter containing their ATAR from VTAC at the same time that they receive their Study Scores from the VCAA.

SCHOOL ASSESSED COURSEWORK (SAC)

This assesses how you have performed in the nominated assessment tasks specified in the Study Design. These tasks must be done mainly in class time.

GENERAL ACHIEVEMENT TEST (GAT)

The GAT is a test used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. It also measures student literacy and numeracy skills.

It has two sections:

Section A. Literacy and Numeracy

Section B. Maths, science, maths, science, technology, art, humanities and critical and creative thinking skills.

LEARNING OUTCOMES

Descriptions of the knowledge and skills you should have by the time you have completed a unit.

SCHOOL-ASSESSED TASKS (SAT)

These type of tasks will be the same for every school. However, the exact content of the tasks will be decided by the school to match what has been taught.

SEMESTER

Equivalent to half a school year.

SEQUENCE OF UNITS

Most Studies have been designed as a sequence of four units, to be taken in each semester over two years.

STATEMENT OF RESULTS

A cumulative statement of results will be issued by the VCAA at the end of each year to all students enrolled in the VCE.

Results of Units 1 and 2 Studies will be reported on the statement as S (satisfactory) or N (not satisfactory). Peninsula Grammar will use a ten point scale to report on levels of achievement in these units.

Results of Units 3 and 4 Studies will also be reported as S (satisfactory) or N (not satisfactory) and, in addition, grades (A+ - E) will be reported for each Graded Assessment undertaken. These grades will be based on definitions of levels of performance.

STUDENT PROGRAMS

A Student Program is the overall program of studies undertaken by a student during the two-year VCE. The program for full-time continuing students at Peninsula Grammar will normally include 22 units taken over four semesters.

STUDENT RECORD

A school-generated summary record of prizes, positions of responsibility and cocurricular involvements in the senior years.

STUDY

A sequence of half-year units in a particular curriculum area, for example English, Mathematics.

STUDY DESIGN

The Study Design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

UNIT

A semester-length component of a Study, representing about 100 hours of work, of which about 50-60 hours are class time.

UNITS 1 AND 2 STUDIES

Units within a VCE Study designed to approximate the Year 11 level of difficulty.

UNITS 3 AND 4 STUDIES

Units within a VCE Study designed to approximate the Year 12 level of difficulty.

VCAA

The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment and certification at Year 11 and 12 levels in Victoria.

VCE

The Victorian Certificate of Education Study Areas are developed by eight Key Learning Area Committees: the Arts, English, Health and Physical Education, Languages other than English, Mathematics, Science, Studies of Society and the Environment, Technology.

VTAC

The Victorian Tertiary Admissions Centre - the body which administers a joint selection system on behalf of Victorian institutes of higher education.

PRACTICE GRIDS FOR COURSE SELECTION

These tables can be used to plan a study program for Years 11 and 12. To begin, enter the Mathematics, Science and elective subjects studied in Year 10.

VCE TRIAL GRID 1

Year 10 Study Program		Year 11 Study Program		Year 12 Study Program	
1	English	1		1	
2	History / Geography	2		2	
3	Mathematics	3		3	
4	Science	4		4	
5	Physical Education	5		5	
6	Ethics	6			
7	Elective 1				
8	Elective 2				

VCE TRIAL GRID 2

Year 10 Study Program		Year 11 Study Program		Year 12 Study Program	
1	English	1		1	
2	History / Geography	2		2	
3	Mathematics	3		3	
4	Science	4		4	
5	Physical Education	5		5	
6	Ethics	6			
7	Elective 1				
8	Elective 2				

VCE TRIAL GRID 3

Year 10 Study Program		Year 11 Study Program		Year 12 Study Program	
1	English	1		1	
2	History / Geography	2		2	
3	Mathematics	3		3	
4	Science	4		4	
5	Physical Education	5		5	
6	Ethics	6			
7	Elective 1				
8	Elective 2				

PENINSULA

GRAMMAR

INSPIRING PERFORMANCE

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