



MaterChristi

Curriculum Guide Senior Years 2018





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INTRODUCTION

This Senior Curriculum Guide provides a general introduction to the courses of study offered by Mater Christi College. It includes information to assist in the subject selection process while raising awareness of the curriculum programs in the senior years at the College.

Full course details of VCE studies can be obtained from the Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au

Choosing appropriate subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available.

On Thursday August 3 the College will hold a Subject and Tertiary Expo to assist students and parents in the subject selection process. Details of this will be on our website.

Pastoral Group Teachers, Year Level Coordinators and the Head of Senior School also play a very significant role in the counselling of students. They are able to advise them on the suitability of subjects as well as make recommendations for Special Entry Units or Higher Study options. Alternatively, they will be able to direct students to appropriate staff, such as the Careers Counsellor. Students are required to enter their preferences online. Those students who do not have access to the internet at home will be able to register their subject preferences at school.

Finally, some important dates to note:

Year 10 Taster Day:	Friday	July 28
Subject and Tertiary Expo:	Thursday	August 3

Subject Preferences must be registered online and printed copies handed to Pastoral Group Teachers by Friday 11 August 2017.

Leah Eekelschot
Director of Curriculum



SENIOR STUDIES - 2018

SUBJECT	PAGE	UNIT 1	UNIT 2	UNIT 3&4
ARTS				
Dance	13, 14	11DCE1	11DCE2	12DCE
Drama	15, 16	11DRA1	11DRA2	12DRA
Media	17	11MED1	11MED2	12MED
Music - Performance	18, 19	11MUS1	11MUS2	12MUS
Studio Arts	20, 21	11STA1	11STA2	12STA
Visual Communication and Design	22, 23	11VCD1	11VCD2	12VCD
ENGLISH				
English	24, 25	11ENG1	11ENG2	12ENG
English as an Additional Language	26, 27	11EAL1	11EAL2	12EAL
Literature	28, 29	11LIT1	11LIT2	12LIT
English Language	30, 31	11ENL1	11ENL2	12ENL
EXTENDED INVESTIGATION	32			12EXT
HEALTH & PHYSICAL EDUCATION				
Health & Human Development	33	11HHD1	11HHD2	12HHD
Physical Education	34, 35	11PED1	11PED2	12PED
Outdoor and Environmental Studies	36	11OES1	11OES2	12OES
HUMANITIES				
Accounting	37	11ACC1	11ACC2	12ACC
Business Management	38, 39	11BUS1	11BUS2	12BUS
Economics	40, 41	11ECO1	11ECO2	12ECO
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LANGUAGE OTHER THAN ENGLISH				
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Chinese (First Language)	46			12CHI
French	47	11FRE1	11FRE2	12FRE
MATHEMATICS				
Mathematics Pathways	48			
Foundation Maths	49	11FOM1	11FOM2	
General Maths	48	11GMA1	11GMA2	
Further Maths	49			12FMA
Maths Methods	48, 49	11MAM1	11MAM2	12MAM
Specialist Maths	48, 49	11SPM1	11SPM2	12SPM

SENIOR STUDIES - 2018



SUBJECT	PAGE	UNIT 1	Unit 2	UNIT 3&4
RELIGIOUS EDUCATION				
Catholic Action Program	51, 52	11CAP	12CAP	
Religion in Society	51-53	11RES1	12RES2	12RES
SCIENCE				
Biology	54, 55	11BIO1	11BIO2	12BIO
Chemistry	56, 57	11CHE1	11CHE2	12CHE
Physics	58, 59	11PHY1	11PHY2	12PHY
Psychology	60, 61	11PSY1	11PSY2	12PSY
TECHNOLOGY				
Product Design & Technology	62	11PDT1	11PDT2	12PDT
Computing	63	11COM1	11COM2	
VET				
VCE VET Hospitality (Operations) *	64	11VHO1	11VHO2	12VHO
VCE VET External	See page 8 for examples of external VET courses.			
VCAL				
Work Related Skills	9	11WRVA	11WRVB	12WRV
Personal Development Skills	9	11PDVA	11PDVB	12PDV
Literacy	9	11LIVA	11LIVB	12LIV
Numeracy	9	11NUVA	11NUVB	12NUV
Religious Education	9	11REDVA	11REDVB	12REDV
Cert II in Small Buisness	10	11VSBA	11VSB	12VSB
Cert II in Public Safety	10			

*This course is a "scored study" at Unit 3/4 level. By completing the end-of-year exam, students are able to include the study as one of their 'best four' when calculating their Australian Tertiary Admissions Rank (ATAR).



VCE INFORMATION & POLICIES

The Victorian Certificate of Education (VCE) is a course generally completed over two years. It is conducted under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA).

The following policies and procedures apply to VCE programs in 2018.

1. Satisfactory completion of the VCE

To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of 16 units of study. Up to eight of these units may be VCE VET units.

Satisfactorily completed units must include:

- Three units of English. Two units must be at unit 3/4 sequence.
- English units can be from English, English Literature, English Language or English as an Additional Language.
- Three sequences of units 3 and 4 in studies other than English, two of which may be VET sequences.

2. Satisfactory completion of a Unit

Students must satisfactorily demonstrate all of the Learning Outcomes for a unit in accordance with the specifications set out in the study design in order to satisfactorily complete a unit. This will be recorded as an S.

- If a student does not satisfactorily achieve one or more of the Learning Outcomes for a unit, or the work submitted is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that unit. This will be recorded as an N.
- Students undertake a range of assessment tasks in order to demonstrate their understanding of each Learning Outcome.

Further details relevant to VCE information and policies are presented to VCE students at the start of each year.

VCE PREREQUISITES

There are no set entry requirements to most courses at Year 11 (Units 1 & 2). However, performance at Year 10 is an important guide to the suitability of subjects at VCE level. It is important that students consider the advice of teachers regarding choice of subjects.

Entering VCE, students may be faced with a range of units, or unit names, which appear new. Students should investigate these areas carefully. Teachers and students currently involved in these courses can help to answer most questions.

It is not compulsory to do both Unit 1 and Unit 2 of a particular subject. This feature of the VCE provides students with the option to gain a breadth of experience in Year 11, yet still remain prepared for Year 12. However, completing both Units 1 and 2 in a particular study provides the student with a stronger foundation in that study, and hence the best preparation for Year 12.

UNIVERSITY EXTENSION STUDIES

In addition to their VCE programme at Mater Christi College, Year 12 students who meet the criteria are able to extend their experience through the University Extension Program. The criteria include excellent Year 11 results, completion of the VCE subject as a Higher Study or current enrolment in the subject and school recommendation.

An enhancement subject enables high achieving students to study university level subjects while at school. A variety of subjects are available for study in a range of methods from on-campus at the University, off-campus at school centres or by distance education. Over the last few years, Mater Christi College students have successfully studied Philosophy, Accounting, Economics, IT and Maths.

The university study is included in the calculation of the student's Australian Tertiary Admissions Rank (ATAR). In addition, students are eligible to receive credit for future university studies. Students are provided with extra intellectual challenges and are able to interact with university staff members who have expertise in their unit area. Interested students should speak with the Year Level Coordinator prior to making subject selections

For further information click on the links below:

[Deakin Accelerate](#)

[The University of Melbourne Extension Program](#)

[Monash Extension Program](#)

[La Trobe VCE Plus Program](#)

YOUR VCE PROGRAM

Careful individual counselling is available for all students in planning their VCE program. These detailed discussions will assist the student to select a course suited to their ability and aspirations.

To assist, students should complete the grid on page 11, noting the following points:

- The standard program at Mater Christi College consists of 24 units, 13 units in the first year and 11 units in the second year (five Unit 3/4 sequences and a Religion unit). It is possible to study 13 units in the second year by taking additional level 1 and 2, or 3/4 units. However, this would need careful consideration and discussion with the Year Learning Coordinator.
- All students must undertake studies in English and Religious Education.
- At Year 10, students can select studies from level 1 and 2 with approval.
- At Year 11, students can select studies from level 1 and 2 units, or Units 3/4 approval.
- At Year 12, students can select studies from levels 1 and 2 or 3/4 units.

In some instances students may be advised to complete their VCE part-time over 3 years.

HIGHER STUDY

Students in Year 10 and Year 11 may apply to undertake a Higher Study unit. For Year 11 students this means completing a 3/4 sequence, in conjunction with their other Year 11 subjects. In many cases the 3/4 sequence is the continuation of Units 1 and 2 of that study, which the student has already completed while in Year 10. In some exceptional circumstances the 3/4 sequence may be undertaken without previously completing Units 1 and 2. In all cases students must complete a Higher Study application form (available on the College Website) and submit it with their subject selection. An example of the Higher Study form is on page 51. Students must demonstrate the criteria listed on this form to be considered for a Higher Study.

VOCATIONAL EDUCATION AND TRAINING (VET)

Students are able to widen their horizons and gain a nationally recognised certificate by completing a Vocational Education and Training (VET) program within their VCE or VCAL Certificate.

VET in the VCE programs are now an integral part of the VCE and can contribute towards satisfactory completion of the Victorian Certificate of Education as well as completing a nationally recognised qualification.

A number of VET courses, including those offered at Mater Christi College, make a contribution to the Australian Tertiary Admissions Rank (ATAR).

VET COURSE OFFERED AT MATER CHRISTI COLLEGE IN 2018

VCE VET Hospitality

VET COURSES LIKELY TO BE OFFERED OFF CAMPUS

Mater Christi College is part of the Mullum Cluster of VET providers. It is expected that the VET courses listed on the following page will be offered in 2018 at other schools within our cluster or with some other VET providers including Chisholm.

Due to the practical nature of VET courses there are additional costs involved in most VET subjects. There is no additional charge for students studying VET Hospitality at Mater Christi College. Details about course structure and costs can be obtained from the Pathways Co-ordinator, Sara Mugridge

Students undertaking a VET course must complete a VET application form (available on the College website) and submit it with their subject selection form.



VOCATIONAL EDUCATION AND TRAINING (VET)

Examples of course available	
Acting	Hairdressing
Allied Health	Hairdressing and Make-up
Applied Fashion Design and Technology	Health Services
Automotive Studies (pre Vocational)	Horticulture
Automotive Technology	Information Technology *
Beauty Services	Kitchen Operations
Building and Construction - Carpentry	Laboratory Skills *
Childrens Services	Media *
Christian Ministry and Theology Studies	Music Industry *
Cisco Intergrated Technologies	Printing and Graphic Arts (General)
Community Services Work*	Renewable Energy
Dance	Retail Make-up - Skin Care
Design Fundamentals	Sport & Recreation
Engineering Studies *	Telecommunications (Cabling)
Equine Industry *	Tourism

For a full list of Mullum VET Cluster subjects, Click here: [2017 Mullum VET Cluster Handbook](#)

*This course is a "scored subject" at Unit 3/4 level. By completing the end-of-year exam, students are able to include the Unit as one of their 'best four' when calculating their ATAR. Other Units will only receive a 10% increment towards the ATAR.

Please consult the Pathways Coordinator about specific course information. Extra information is also available at <http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx>

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)



VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Students at Mater Christi College may choose one of two senior certificates: Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). Both certificates are fully recognised senior secondary education qualifications.

At Mater Christi we offer the Intermediate VCAL Certificate, which is usually undertaken in Year 11, and the Senior VCAL Certificate, which is usually completed in Year 12.

VCAL provides an exciting, 'hands-on' learning program for students. Students are involved in various activities and events that facilitate completion of modules or units of work from the following strands:

VCAL Literacy

VCAL Numeracy

VCAL Personal Development Skills

Work Related Skills and Work Placement

Industry Specific Skills (VET-Vocation and Educational Training) see page 8

Cert II in Small Business

Cert II in Public Safety (Firefighting Operations)

Religious Education

It is a rigorous program that aims to develop key skills and knowledge required for employment, further education and active participation in their communities. Students must be willing to participate in all facets of the program from individual to group work, along with community outreach activities. Attendance at all programs is essential to demonstrate competencies and commitment to self and the program.

A student enrolled in VCAL at Mater Christi will undertake the following program:

- 3 days per week at school undertaking Literacy, Numeracy, Work Related Skills, Personal Development unit and Small Business.
- 1 day per week at VET Training
- 1 day per week Industry placement

SCHOOL ASSESSMENT OF VCAL

When students undertake a VCAL program they are also required to enroll in and complete a VET course of their choice to fulfil the VCAL certificate eligibility requirements.

Students need to demonstrate that they have met the requirements for each strand by completing and submitting all school based tasks.

The school, in accordance with VCAA requirements, determines satisfactory completion of units.

PATHWAY

VCAL provides a senior school pathway for students who wish to access training programs through TAFE, apply for an apprenticeship, or to enter employment immediately following secondary school. Although some universities have direct entry schemes for VCAL graduates, it is not considered the most suitable option for students who wish to enter university directly from Year 12.

Students who wish to undertake VCAL as their pathway must undertake an interview selection process after completing the online subject application to determine their suitability for the program.

For more information on the VCAL program, click on the links below:

<http://www.vcaa.vic.edu.au/Documents/vcal/englishVCAL.pdf>

<http://www.vcaa.vic.edu.au/Pages/vcal/students/compulsorystrands.aspx>



VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCE VET 22247VIC CERTIFICATE II IN SMALL BUSINESS (OPERATIONS/INNOVATION) – PROGRAM DETAILS

AUSPICED BY: RIPONLEA INSTITUTE (RTO 21230)

VCE VET Units 1-4

CORE

BSBWHS201	Contribute to health and safety of self and others
VU21419	Contribute to small business operations and innovation
VU21420	Develop elementary professional skills for small business environments
VU21421	Follow small business policies and procedures*
VU21422	Undertake basic market research and promotion for a small business product or service
VU21423	Contribute to small business planning
VU21424	Participate in small business quality and change processes
VU21425	Assist with the presentation of public activities and events
VU21426	Follow procedures for routine financial activities of a small business

* Note that BSBWHS201 is a pre-requisite for this Unit.

ELECTIVES

BSBPRO301A	Recommend products and services
BSBSUS201A	Participate in environmentally sustainable work practice.
SITXCCS303	Provide service to customers

VET PUA20713 CERTIFICATE II IN PUBLIC SAFETY (FIREFIGHTING OPERATIONS)

AUSPICED BY: MAGENTA SAFETY TRAINING (RTO 22593)

CORE

PUAFIR215	Prevent injury
PUAEQU001B	Prepare, maintain and test response equipment
PUAFIR204B	Respond to wildfire
PUAFIR208B	Participate in community safety activities
PUACOM002B	Provide services to clients
PUAFIR301B	Undertake community safety activities
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUACOM001C	Communicate in the workplace

SELECTING YOUR SENIOR YEARS PROGRAM



YEAR 11

Year 11 students select 13 units; one RE option and 12 additional Units (please read the section "VCE Requirements" carefully).

PLEASE NOTE:

- A Higher Study takes up 2 unit spaces and requires submission of a Higher Study Application Form
- Students selecting 12RES as their RE option count this as 2 of their 12 selections.

YEAR 12

The majority of Year 12 students select 1 RE unit and 5 additional 3/4 sequences.

If a student selects 12RES as their RE option then they only select 4 additional 3/4 sequences.

SENIOR YEARS PROGRAM							
1st Year (Year 11)	RE Option (Circle one option)	Selection 1	Selection 3	Selection 5	Selection 7	Selection 9	Selection 11
	Religion and Society Unit 1: Religion in Society (11RES1) OR Year 11 Catholic Action Program (11CAP) OR Religion and Society Unit 3 & 4 (12RES) *						
		Selection 2	Selection 4	Selection 6	Selection 8	Selection 10	Selection 12
2nd Year (Year 12)	Religion and Society Unit 2: Ethics and Morality (12RES2) OR Year 12 Catholic Action Program (12CAP) OR Religion and Society Unit 3 & 4 (12RES)**	Selection 1	Selection 2	Selection 3	Selection 4	Selection 5	

* Religion and Society 3/4 is a Higher Study option. Students need to complete a Higher Study Application Form, available on the Intranet, and submit it with their subject selection form. Religion and Society 3/4 will count as 2 Year 11 selections.

** Students must count 12RES as one of their 5 3/4 sequences. Students selecting 12RES will have 3 extra study periods per cycle.



REGISTERING YOUR SUBJECT CHOICES THROUGH WEB PREFERENCES

INTRODUCTION

Web Preferences is a web application that allows students to enter their subject preferences on-line.

This may be done at home or at school. Students will be able to lodge their preferences online up until Friday 11 August.

Early in Term 3 students in Years 9 -11 will be sent an important email containing a unique link to Web Preferences. Do not delete this email. The instructions in the email should be read carefully and will outline the main steps of the subject selection process which include:

- Accessing Web Preferences
- Selecting subjects
- Submitting subject preferences
- Printing a confirmation receipt
- Signing and submitting the receipt to the Student's Pastoral Group teacher.
- Submit Subject Preferences

Please note: You are only able to log on twice. Consider your options carefully before making your selections. You must register your preferences online and submit your Preference Receipt page and your Higher Study Application (if applicable) to your Pastoral Group Teacher no later than [Friday 11 August](#).



DANCE

It is strongly encouraged that students complete both Units 1 and 2 before undertaking Units 3 and 4. It is highly recommended that you have at least 5 years formal dance training to select VCE Dance.

UNIT 1 :

11DCE1

Areas of Study:

- **Dance Perspectives**

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

- **Choreography and Performance**

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

- **Dance Technique and Performance**

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

- **Awareness and Maintenance of the dancers body**

On completion of this unit the students should be able to describe aspects of physiology, and demonstrate the safe use and maintenance, of the dancers body.

ASSESSMENT

Assessment for Unit 1 may include structured improvisations, dancers body book, dance performance (group and solo) and written analysis tasks.

UNIT 2:

11DCE2

Areas of Study:

- **Dance Perspectives**

On completion of this unit the student should be able to analyse use of the element of movement- time, space and energy- in selected dance traditions, styles and dance work.

- **Choreography, performance and dance making analysis**

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

- **Dance technique, performance and dance analysis**

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

Assessment for Unit 2 may include structured improvisations, dance performance (group and solo) and written analysis tasks.

ASSESSMENT

Assessment for Unit 2 may include structured improvisations, dance performance (group and solo) and written analysis tasks.



DANCE

UNIT 3:

12DCE

UNIT 4:

12DCE

Areas of Study:

- **Dance Perspectives**

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

- **Choreography, performance and dance making analysis**

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

- **Dance technique, performance and analysis**

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

Areas of Study:

- **Dance Perspective**

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

- **Choreography, performance and dance- making analysis.**

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

ASSESSMENT

The course work in Units 3 & 4 may be assessed by solo and group performances, tests and written response tasks.

Unit 3 & 4 School-assessed coursework:	25%
End of year performance examination: (Technique & Composition Solos)	50%
End of year written examination:	25%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/dance/DanceSD-2014.pdf>



It is strongly encouraged that students complete both Units 1 and 2 before undertaking Units 3 and 4.

UNIT1: DRAMATIC STORYTELLING

11DRA1

Areas of Study:

- **Creating a devised performance**

Students devise solo and/or ensemble drama work/s based on experiences and/or stories and document their play-making techniques in the development of performance/s.

- **Presenting a devised performance**

Students perform a devised drama work/s (solo and/or ensemble) to an audience. Students present stories and characters to an audience using naturalistic and non-naturalistic performance styles. They also begin to explore and develop skills in establishing and maintaining actor-audience relationships.

- **Analysing a devised performance**

Students analyse the development and performance to an audience of their devised work. It involves reflection and documentation of work processes.

- **Analysing drama performances presented by other practitioners**

Students analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

ASSESSMENT

Assessment for Unit 1 may include a process folio, ensemble performance, and written analysis tasks.

UNIT 2: NON-NATURALISTIC AUSTRALIAN DRAMA

11DRA2

Areas of Study:

- **Using Australia inspiration**

Students explore the use of a range of stimulus material to create a non-naturalistic solo or ensemble performance based on a person, an event, an issue, a place, an artwork, text and/or an icon from a contemporary or historical Australian context. Students document and record the play-making techniques and dramatic processes used to shape and develop this performance work.

- **Presenting a devised performance**

Students present a performance to a live audience of a devised non-naturalistic work 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.

- **Analysing a devised performance**

Students analyse the creation, development and performance to an audience of their non-naturalistic devised work.

- **Analysing Australian drama performance**

Students analyse a performance of an Australian drama work by professional or other drama practitioners. They use drama terminology to describe, analyse and evaluate the use of conventions, performance styles, and dramatic elements in a drama performance.

ASSESSMENT

Assessment for Unit 2 may include a process folio, solo performances and written analysis tasks.



DRAMA

UNIT 3: DEvised NON-NATURALISTIC ENSEMBLE PERFORMANCE 12DRA

Areas of Study:

- **Devising and presenting non-naturalistic ensemble performance**

Students develop and present character/s within a devised non-naturalistic ensemble performance. When creating their ensemble performance, students develop a story that uses transformations of object, time, place and character. They manipulate dramatic elements, stagecraft and conventions in non-naturalistic ways and consider role and its application to ensemble performance. They establish and manipulate actor-audience relationships in performance.

- **Responding to devised ensemble performances**

Students analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

- **Analysing non-naturalistic performance**

Students analyse and evaluate a non-naturalistic performance selected from the prescribed VCE Drama Unit 3 Playlist. They analyse the ways that characters are represented in the performance. Students also observe and analyse actors' use of performance and expressive skills, and consider how the actor-audience relationship is created and manipulated as well as the ways dramatic elements, conventions and stagecraft are used in the performance.

UNIT 4: NON-NATURALISTIC SOLO PERFORMANCE 12DRA

Areas of Study:

- **Working with stimulus material**

Students devise a short non-naturalistic solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.

- **Devising a non-naturalistic solo performance**

Students create, develop and perform a non-naturalistic drama solo in response to a prescribed structure. In their solo performance, students use conventions of non-naturalism including transformation of character, time, place and object. They may also use conventions as appropriate to the requirements of a prescribed structure.

- **Analysing devised non-naturalistic solo performance**

Students analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

ASSESSMENT

Unit 3 School-assessed Coursework:	30%
Units 4 School-assessed Coursework:	10%
End-of-year written examination:	25%
End-of-year performance examination:	35%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/drama/Drama-SD-2014.pdf>



UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES 11MED1

Areas of Study:

- **Media Representations**

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

- **Media forms in production**

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

- **Australian stories**

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

UNIT 2: NARRATIVE ACROSS MEDIA FORMS 11MED2

Areas of Study:

- **Narrative, style and genre**

On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

- **Narratives in production**

On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

- **Media and change**

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT

Assessments for Units 1 and 2 may include the following:

- Folio work
- Technical work including use of cameras, software
- Written work including research and analysis
- Examination

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION 12MED

Areas of Study:

- **Narrative and ideology**

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

- **Media production development**

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

- **Media production design**

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

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA 12MED

Areas of Study:

- **Media production**

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

- **Agency and control in and of the media**

On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

ASSESSMENT

Unit 3 School-assessed coursework	10%
Unit 4 School-assessed coursework	10%
Unit 3 & 4 School-assessed task	40%
End of year Examination	40%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/media/media-sd-2012.pdf>



MUSIC - PERFORMANCE: SOLO OR GROUP

UNIT 1:

Areas of study:

- **Performance**

This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts. They develop their instrumental skills through regular individual practice and develop ensemble skills through rehearsal with other musicians.

ASSESSMENT

Performance may include a program of between 5 and 10 minutes.

- **Performance technique**

This area of study focuses on the development of techniques for group and/or solo performance. Students systematically identify instrumental techniques required to perform selected group and/or solo works and practise relevant technical work and other exercises to support their performance. Students investigate influences relevant to the interpretation and performance of the selected group and/or solo works.

ASSESSMENT

Assessment may include performing a selection of technical work and Sight Reading, based on Outcome One repertoire.

- **Musicianship**

This area of study focuses on aural perception, music theory and analysis. The approach develops students' general musicianship ability and enables them to apply their learning to rehearsal and performance. They are introduced to strategies for identifying, recognising, notating and transcribing short music excerpts.

ASSESSMENT

Assessment may include a 90 minute test of both written and aural perception.

UNIT 2:

Areas of study:

- **Performance**

This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts. They develop their instrumental skills through regular individual practice and develop ensemble skills through rehearsal with other musicians.

11MUS1

ASSESSMENT

Performance may include a program of between 5 and 10 minutes.

- **Performance technique**

This area of study focuses on the development of techniques for group and/or solo performance. Students systematically identify instrumental techniques required to perform selected group and/or solo works and practise relevant technical work and other exercises to support their performance. Students investigate influences relevant to the interpretation and performance of the selected group and/or solo works.

ASSESSMENT

Assessment may include performing a selection of technical work and Sight Reading, based on Outcome One repertoire.

- **Musicianship**

This area of study focuses on aural perception, music theory and analysis. The approach develops students' general musicianship ability and enables them to apply their learning to rehearsal and performance. They are introduced to strategies for identifying, recognising, notating and transcribing short music excerpts. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.

ASSESSMENT

Assessment may include a 90 minute test of both written and aural perception.

- **Organisation of sound**

This area of study focuses on devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance. The creative process is individual and has many starting points for inspiration. Students study and listen to a wide variety of music. They explore a range of strategies to generate and extend music ideas, for example improvisation. Students are encouraged to be creative with their compositions.

ASSESSMENT

Assessment may include presentation of an original composition or improvisation.

11MUS2



MUSIC UNITS 3 & 4: SOLO/ GROUP PERFORMANCE

12MUS

Areas of study:

- **Performance**

This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts. They develop their instrumental skills through regular individual practice and develop ensemble skills through rehearsal with other musicians.

- **Performance technique**

In this area of study, students develop knowledge and skills to achieve consistency and control of idiomatic instrumental and performance techniques in group and solo performances. Students develop an understanding of the relevance of technique to their performance of selected group and solo works. Students also systematically develop skills in unprepared performance, including improvisation and/or sight reading.

- **Musicianship**

In this area of study, students systematically develop music theory knowledge and skills in aural comprehension and analysis. They develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re- create short sections of music by singing, humming, and/or playing. Students practise and refine their ability to notate music by hand. They develop an understanding of ways expressive elements of music can be interpreted in the performance of music works. They apply this knowledge to their analysis of ways in which Australian performers have interpreted a variety of works by Australian composers/songwriters that have been created after 1910.

ASSESSMENT

Unit 3 : School-assessed coursework:	20%
Unit 4 : School-assessed coursework:	10%
End of year written examination:	20%
End of year performance examination:	50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>

Refer to pages 27 to 33



STUDIO ARTS

You are strongly advised to study both Units 1 & 2 to be prepared for Units 3 & 4.

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES 11STA1

Areas of study:

- **Researching and recording ideas**

In this area of study students focus on researching and creating personal art/design ideas. The student develops an understanding of art and design studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

- **Studio practice**

In this area of study students learn about studio practice and focus on the use of materials and techniques to create artworks. Students explore a range of materials and techniques, and develop skills and progressively record this in a visual diary. This area of study examines the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

- **Interpreting art ideas and use of materials and techniques**

In this area of study students focus on the way artists and designers from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

ASSESSMENT

Assessment for Unit 1 may include the demonstration of outcomes specified for the Areas of Study.

UNIT 2: STUDIO EXPLORATION AND CONCEPTS 11STA2

Areas of Study:

- **Exploration of studio practice and development of artworks**

In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

- **Ideas and styles in artworks**

In this area of study, students will focus on the analysis of historical and contemporary artworks and designs.

ASSESSMENT

Assessment for Unit 2 may include the demonstration of outcomes specified for the Areas of Study.



UNIT 3: STUDIO PRACTICES AND PROCESSES 12STA

Areas of study:

- **Exploration proposal**

In this area of study students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is developed on an individual basis and sets out the student's creative responses to formulating the content and parameters of the studio process. The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.

- **Studio process**

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities.

- **Artists and studio practices**

In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists/ designers have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks

UNIT 4 : STUDIO PRACTICE AND ART INDUSTRY CONTEXTS 12STA

Areas of Study

- **Production and presentation of artworks**

In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3.

The artworks are created by the student, selecting their choice of art form/s, presented in a manner appropriate to those art form/s, determined in Unit 3.

Students present no fewer than two artworks

- **Evaluation**

Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks.

- **Art industry contexts**

Students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study.

On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

ASSESSMENT

Assessment may include the following areas:

School Assessment Coursework: Design Process, Folio and artwork/design production.

School Assessment Task: Research and respond to an investigation of artists/designers and the arts industry.

End of Year Examination: response to questions based on the creation of art and Design, and the arts industry.

Unit 3 school assessed coursework:	30%
Unit 4 school assessed coursework:	30%
Unit 3 & 4 school assessed task:	10%
Unit 3 & 4 examination:	30%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>



VISUAL COMMUNICATION DESIGN

It is strongly encouraged that students complete both Units 1 and 2 before undertaking Units 3 and 4.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN 11VCD1

Areas of Study:

- **Drawing as a means of communication**

Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings.

- **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 such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

- **Visual communications in context**

On completion of this unit the student should be able to describe how visual communications in a design have been influenced by past and contemporary practices, and by social and cultural factors.

ASSESSMENT

Assessment may include a small folio, short practical tasks and written analysis tasks.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS 11VCD2

Areas of Study:

- **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. These drawings present information and ideas associated with a specific design field selected for detailed study:

- environmental design (architecture) or
- industrial (product) design.

- **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 (font) in visual language. In this area of study students develop knowledge and skills in manipulating type (font) and images when communicating ideas and concepts.

- **Applying the design process**

In response to a given brief, 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.

ASSESSMENT

Assessment may include a folio and short practical tasks.



VISUAL COMMUNICATION DESIGN

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES 12VCD

Areas of Study:

- **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 draw on their findings from analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials.

- **Design industry practice**

Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. Students also 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.

- **Developing a brief and generating 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 12VCD

Area of Study:

- **Development, refinement and evaluation**

In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. Students devise a pitch to communicate their design thinking and decision making to an audience.

- **Final presentations**

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

ASSESSMENT

Unit 3 School-assessed Coursework:	25%
Units 3 and 4 School-assessed Task (SAT Folio):	40%
End-of-year examination:	35%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD-2013.pdf>



ENGLISH IN THE VCE

ENGLISH

UNIT 1:

Areas of Study:

- **Reading and Creating Texts**

In this area of study, students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

ASSESSMENT

Assessments in this area of study include an analytical text response and a creative response to different selected texts.

- **Analysing and Presenting Argument**

In this Area of Study, students analyse the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader. Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view in relation to a topical issue that has appeared in the media since September 1 of the previous year.

ASSESSMENT

Assessments in this area of study include an analytical essay of a media text and an oral presentation expressing a point of view on a current issue.

UNIT 2:

11ENG2

Areas of Study 1

- **Reading and Comparing Texts**

In this area of study, students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

ASSESSMENT

Assessment in this area of study includes a comparative essay of two selected texts.

- **Analysing and Presenting Argument**

In this area of study, students analyse and compare the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader.

Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view texts in relation to a topical issue that has appeared in the media since September 1 of the previous year.

ASSESSMENT

Assessments in this area of study include an analytical comparative essay of media texts and a written persuasive essay expressing a point of view.



UNIT 3:

12ENG UNIT 4:

12ENG

Areas of Study:

- Reading and creating texts**

In this area of study, students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

ASSESSMENT

Assessments in this Area of Study include an analytical text response and a creative response to different selected texts.

- Analysing argument**

In this area of study, students analyse and compare the use of argument and language in media texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader.

ASSESSMENT

Assessment in this Area of Study includes an analytical comparative essay of media texts.

Areas of Study

- Reading and comparing texts**

In this area of study, students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

ASSESSMENT

Assessment in this Area of Study includes a comparative essay of two selected texts.

- Presenting Argument**

In this Area of Study, students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view texts in relation to a topical issue that has appeared in the media since September 1 of the previous year.

ASSESSMENT

Assessment in this Area of Study includes a persuasive point of view oral presentation on a current media issue.

A final study score in English is determined by:

- Unit 3 school assessed coursework (SACs) 25%
- Unit 4 school assessed coursework (SACs) 25%
- Units 3 & 4 examination 50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



ENGLISH IN THE VCE

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

UNIT 1:

11EAL1

Areas of Study

- **Reading and Creating Texts**

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

ASSESSMENT

Assessments in this area of study may include an analytical text response and a creative response to different selected texts.

- **Analysing and Presenting Argument**

Students analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written and spoken critical analyses of the use of argument and language with a particular focus on listening skills.

ASSESSMENT

Assessments in this area of study may include an analytical essay of a media text, short answer questions, note form summaries, and an oral presentation expressing a point of view on a current issue.

UNIT 2:

11EAL2

Areas of Study:

- **Reading and Comparing Texts**

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

ASSESSMENT

Assessment in this Area of Study includes a comparative essay of two selected texts.

- **Analysing Argument**

Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge and understanding of argument, of persuasive language and of spoken text conventions as a basis for the development of an oral presentation of their points of view in relation to a topical/current issue in order to position an audience.

ASSESSMENT

Assessments in this area of study may include a short answer questions, note form summaries, and an analytical comparative essay of media texts, and a written persuasive essay expressing a point of view.



UNIT 3:

12EAL UNIT 4:

12EAL

Areas of Study:

- Reading and Creating Texts**

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

ASSESSMENT

Assessment in this Area of Study includes an analytical text response and a creative response to a set text, only one of which will contribute to the Study Score.

- Analysing Argument**

Students analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written and spoken critical analyses of the use of argument and language.

ASSESSMENT

Assessment in this Area of Study will include a demonstration of understanding of two to three texts that present a point of view on an issue through short-answer responses and note form summaries, and an analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form.

- 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. They develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners.

ASSESSMENT

Assessment in this Area of Study includes a listening activity which demonstrates comprehension of a spoken text through short answer responses and note form summaries.

Areas of Study:

- Reading and Comparing Texts**

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

ASSESSMENT

Assessment in this Area of Study will include a comparative essay of two set texts.

- Presenting Argument**

Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge and understanding of argument, of persuasive language and of spoken text conventions as a basis for the development of an oral presentation of their points of view in relation to a topical/current issue in order to position an audience.

ASSESSMENT

Assessment in this Area of Study includes a persuasive point of view oral presentation on a current media issue.

A final study score in English as an Additional Language is determined by:

- Unit 3 school assessed coursework (SACs) 25%
- Unit 4 school assessed coursework (SACs) 25%
- Units 3 & 4 examination 50%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



LITERATURE

UNIT 1: APPROACHES TO LITERATURE

11LIT1

UNIT 2: CONTEXT AND CONNECTIONS

11LIT2

Area of Study:

- Reading Practices**

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

ASSESSMENT

Assessment in this area of study may include a comparative essay of a set text and another form of the same text.

- Ideas and Concerns in texts**

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

ASSESSMENT

Assessment in this area of study may include an oral presentation and a close analysis.

Areas of Study:

- The text, the reader and their contexts**

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

ASSESSMENT

Assessment in this area of study will include a creative response and a close analysis.

- Exploring connections between texts**

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures. Assessment in this area of study will include an adaptations essay with a focus on applying critical perspectives.



UNIT 3: FORM AND TRANSFORMATION

12LIT

Areas of Study:

- **Adaptations and transformations**

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a form of text and how the conventions associated with it are used. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

ASSESSMENT

Assessment in this area of study will include a comparative essay of a set text and another form of the same text.

- **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 form changes to construct their own creative transformations of texts. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

ASSESSMENT

Assessment in this area of study will include the development of a folio, a written or multi-modal response to any one of three set texts, and a written reflective commentary.

UNIT 4: INTERPRETING TEXTS

12LIT

Areas of study:

- **Literary perspectives**

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

ASSESSMENT

Assessment in this area of study will include an analytical essay examining a set text through two separate critical literary theories.

- **Close analysis**

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

ASSESSMENT

Assessment in this area of study will require two close analyses on two separate texts.

A final study score in Literature is determined by:

- Unit 3 school assessed coursework (SACs) 25%
- Unit 4 school assessed coursework (SACs) 25%
- Units 3 & 4 examination 50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf>



ENGLISH LANGUAGE

UNIT 1: LANGUAGE AND COMMUNICATION

11ENL

Area of Study:

- **The nature and functions of language**

In this Area of Study, students explore the nature of language and the various functions language performs in a range of contexts. Students are introduced to the subsystems of language and learn that the situational elements and cultural values held by participants influence language choice.

ASSESSMENT

Assessments in this Area of Study may include short answer tests and essays.

- **Language Acquisition**

In this Area of Study, students focus on the developmental stages of children's language by investigating the acquisition of the subsystems. They evaluate the various theories of language acquisition and compare the stages of first language acquisition in comparison to the process of bilingualism and additional language learning.

ASSESSMENT

Assessments in this Area of Study may include short answers tests, essays, and a research report.

UNIT 2: LANGUAGE CHANGE

11ENL2

Area of Study:

- **English across time**

In this Area of Study, students examine the changes that have occurred to English over time. They investigate language change across the subsystems to trace the English language from its Indo-European roots through to Australian English and explore the possibilities for the future of English.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, essays, and text analyses.

- **Englishes in Contact**

In this Area of Study, students consider the effects of the global spread of English by examining the development and decline of languages as a result of English contact. Students explore how change to and loss of language affects cultural identities and worldviews, particularly in response to indigenous and migrant language reclamation.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, essays and a research report.



UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE 12ENL

Areas of Study:

- **Informal Language**

Students consider the way speakers and writers choose from a repertoire of language to communicate information, ideas, attitudes, prejudices and ideological stances. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, analytical commentaries and essays.

- **Area of Study 2 – Formal Language**

In this area of study students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, analytical commentaries and essays.

UNIT 4: LANGUAGE VARIATION AND IDENTITY 12ENL

Areas of Study:

- **Language Variation in Australian Society**

Students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. Students examine the Broad, General and Cultivated Australian accents, as well as regional language variation. They investigate migrant ethnolects and Aboriginal Englishes, and explore how the language features associated with stereotypes may be adopted subconsciously or deliberately establish or challenge identities.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, analytical commentaries and essays.

- **Area of Study 2 – Individual and Group Identities**

Students examine how language users are able to construct their identities according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups. Students investigate how individuals make language choices that draw on our understanding of social expectations and community attitudes.

ASSESSMENT

Assessments in this Area of Study may include short answer tests, analytical commentaries and essays.

A final study score in English Language is determined by:

- Unit 3 school assessed coursework (SACs) 25%
- Unit 4 school assessed coursework (SACs) 25%
- Units 3 & 4 examination 50%

Further information on the study design can be found at:
http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2016.pdf



VCE EXTENDED INVESTIGATION

VCE Extended Investigation is aimed at academically capable students who wish to research a topic in depth. There is no discipline-specific prescribed content. Students who enjoyed completing the Personal Project and who achieved an excellent result may consider undertaking the Extended Investigation.

To complete this course successfully, students will need to be self-motivated and resilient. Independent research may sound easy at first but, in fact, it can be a challenging experience. If students have a passion for a particular area of research and would like to investigate this area in more depth, then this may be the subject for them.

Students will develop a research question which will be rigorously investigated. The investigation is based around an area of personal interest. Findings are presented to a general audience in a written report and in an oral presentation. Critical thinking and research methodology are critical aspects of this subject. The level of critical and complex thinking required in extended research is substantial. Students need to demonstrate complex and contextualised understanding of arguments and evidence associated with their particular investigation.

ASSESSMENT

Scored assessment for Units 3 and 4

School Assessed Coursework includes- Research question, research plan and oral report	30%
Externally Assessed Task - Critical thinking test	10%
Externally Assessed Task - Written report (4000 words) and Oral Presentation	60%

There are no formal prerequisites for Extended Investigation, but students must be highly motivated, capable of working independently and have demonstrated a strong commitment to academic studies in the past.

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/extendedinvestigation/ExtendedInvestigationSD-2014.pdf>

UNIT 3: DESIGNING AN EXTENDED INVESTIGATION

12EXT

Unit 3 will require peer discussions, sharing, group activities about research skills and critical thinking activities.

ASSESSMENT

- Research question
- Research plan and oral report
- Practical exercises in critical thinking

UNIT 4: PRESENTING AN EXTENDED INVESTIGATION

12EXT

Unit 4 will require independent preparation, writing of the investigation and independent preparation of the oral presentation.

ASSESSMENT

- Written report submission
- Oral presentation



UNIT 1: UNDERSTANDING HEALTH AND WELLBEING 11HHD1

Areas of Study:

- **Health perspectives and influences**

This area of study takes a broad, multidimensional approach to health and wellbeing. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

- **Health and nutrition**

Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth.

- **Youth health and wellbeing**

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT 11HHD2

Areas of Study:

- **Developmental transitions**

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

- **Health care in Australia**

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD 12HHD

Area of Study:

- **Understanding health and wellbeing**

This area of study explores health and wellbeing and

illness as complex, dynamic and subjective concepts. 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.

- **Promoting health and wellbeing**

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 12HHD

Areas of Study:

- **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. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

- **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

- Unit 3 school assessed coursework (SACs) 25%
- Unit 4 school assessed coursework (SACs) 25%
- Units 3 & 4 examination 50%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumanDevelopmentSD-2014.pdf>



PHYSICAL EDUCATION

This subject consists of 4-5 theory lesson and 1-2 practical lesson a fortnight.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

110ES

UNIT 1: THE HUMAN BODY IN MOTION

11PED1

Areas of Study:

- **How does the musculoskeletal system work to produce movement?**

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

- **How does the cardiorespiratory system function at rest and during physical activity?**

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

ASSESSMENT

- Core assessment Written Report
- Structured Questions
- Case study
- Laboratory report

Areas of Study:

- **What are the relationships between physical activity, sport, health and society?**

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

- **What are the contemporary issues associated with physical activity and sport?**

On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT

- Written plan and reflective folio
- Written report
- An oral presentation
- Structured questions



UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY 120ES

Areas of Study:

- **How are movement skills improved?**

On completion of this unit the students should be able to collect and analyse information from, and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

- **How does the body produce energy?**

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

ASSESSMENT

Assessment weighting 25% to the study score

- Structured questions
- A Laboratory report
- Case study

UNIT 4: TRAINING TO IMPROVE PERFORMANCE 120ES

Areas of Study:

- **What are the foundations of an effective training program?**

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

- **How is training implemented effectively to improve fitness?**

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

ASSESSMENT

Assessment weighting 25% to the study score

- Written Report: Activity analysis
- Reflective folio
- Written report: Design a six week training program
- Structured questions

End of year Examination (Unit 3 and 4) - 50% to the study score

Further information on the study design can be found at:
http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf



OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1: EXPLORING OUTDOOR EXPERIENCES 110ES1

Areas of study:

- **Motivations for outdoor experiences**

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

- **Influences on outdoor experiences**

On completion of this unit the student should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

ASSESSMENT

- Journal entries
- Structured questions
- Case study

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS 110ES2

Areas of Study:

- **Investigating outdoor environments**

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

- **Impacts on outdoor environments**

On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

ASSESSMENT

- Journal entries
- Structured questions
- Case study

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS 120ES

Areas of study:

- **Historical relationships with outdoor environments**

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

- **Relationships with Australian environments since 1990**

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

ASSESSMENT

Assessment weighting - 25%

- Journal Writing
- Case Study
- Structured questions

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS 120ES

Areas of study:

- **Healthy outdoor environments**

On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

- **Sustainable outdoor environments**

On completion of this unit the student should be able to analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

ASSESSMENT

Assessment weighting - 25%

- Journal Writing
- Structured questions
- Case Study

End of year 2 hour Examination (Unit 3 and 4) - 50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/outdoor/outdoorenviro-sd-2012.pdf>



UNIT 1: ESTABLISHING AND OPERATING A BUSINESS 11ACC1

Areas of Study:

- **Going into business**

In this area of study students investigate the reasons for establishing a small business, factors that lead to success or failure, sources of finance and how pre-operational decisions are made.

- **Recording financial data and reporting accounting information**

In this area of study students investigate the role of accounting in the generation of financial data and accounting information for the owner of a service business. This information is used by the owner to assist in the decision-making processes of the business.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS 11ACC2

Areas of study:

- **Recording financial data and reporting accountant information**

A small business operator needs to input and process financial data to provide information for decision making on the management and performance of the business. In this area of study students record financial data and report accounting information for a single activity sole trader using the single entry accounting system.

- **ICT in accounting**

In this area of study students develop an understanding of the role of ICT in the accounting process. Students use a commercial accounting software package to record financial data and report accounting information for a single activity sole trader

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS 12ACC

Areas of study:

- **Recording financial data**

This area of study focuses on identifying and recording financial data for a single activity sole trader. Students record data using double entry accounting to provide the owner with accounting information, enabling the owner to make informed decisions about the operation of the business.

- **Balance day adjustments and reporting and interpreting accounting information**

Students complete the accounting processes required at balance day and apply the accrual method of accounting in the preparation of accounting reports. They identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE 12ACC

Areas of study

- **Extension of recording and reporting**

The collecting, measuring, processing and communication of financial data and accounting information is an important process for a sole trader. Students undertake this process using double entry accounting and an accrual-based reporting system.

- **Financial planning and decision making**

Students focus on preparing budgeted accounting reports and analysing financial and non- financial information for a single activity sole trader. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business.

ASSESSMENT

• Unit 3 school assessed coursework	25%
• Unit 4 school assessed coursework	25%
• End of year examination	50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/accounting/AccountingSD-2013.pdf>



BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS

11BUS1

Areas of study:

- **The business idea**

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

- **External Environment**

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. 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.

- **Internal Environment**

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

UNIT 2: ESTABLISHING A BUSINESS

11BUS2

Areas of study:

- **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 to establishing a business. They also consider the implications for the business if these requirements are not met.

- **Marketing a business**

Establishing a strong customer base for a business is an important component of success. In this area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes

- **Staffing a business**

Staff are one of the business's greatest assets and are an important consideration when establishing a business. In this area of study students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.



UNIT 3: MANAGING A BUSINESS

12BUS

Areas of study:

- **Business foundations**

Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

- **Managing employees**

In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Using theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies.

- **Operations management**

In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

UNIT 4: TRANSFORMING A BUSINESS

12BUS

Areas of study:

- **Reviewing performance – the need for change**

In this area of study students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business.

- **Implementing change**

In this area of study students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. Students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

ASSESSMENT

A variety of assessment methods are used in Unit 1. The coursework in Units 3 & 4 may be assessed by class exercises, essays, reports, tests and other means.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 & 4 end of year examination	50%

Further information on the study design can be found at:

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>



ECONOMICS

UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES 11EC01

Areas of study:

- **Thinking like an economist**

Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. 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 that economists have developed to help them solve economic problems and apply them to contemporary economic issues.

- **Decision making in markets**

Using contemporary case-studies students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions and constructing arguments about the possible consequences of key changes in different markets.

UNIT 2: CONTEMPORARY ECONOMIC ISSUES 11EC02

Areas of study:

- **Economic growth, long-term economic prosperity and environmental sustainability**

Students evaluate the effect of an ever growing economy on other aspects of modern life. Students investigate the nature of key economic trade-offs; situations where the achievement of one goal may come at the expense of another. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from past and current economic decisions.

- **Economic efficiency and equity**

In this area of study students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia. Students analyse the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. They examine the effect of poverty and income inequality on individuals and the wider economy and explore the idea of intergenerational poverty.

- **Global economic issues**

In this area of study students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made with regard to these issue/s



UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY 12ECO

Areas of study:

- **An introduction to microeconomics: the market system, resource allocation and government intervention**

In this area of study students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced.

- **Domestic macroeconomic goals**

In this area of study students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy.

- **Australia and the world economy**

Students examine the reasons why countries engage in international transactions such as the exchange of goods and services and the movement of savings and investment capital, and evaluate how these transactions might affect living standards.

UNIT 4: MANAGING THE ECONOMY 12ECO

Areas of study:

- **Aggregate demand policies and domestic economic stability**

In this area of study students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses.

- **Aggregate supply policies**

In this area of study students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency. Students evaluate each of these approaches, highlighting their strengths and weaknesses and drawing conclusions.

ASSESSMENT

A wide variety of assessment methods are used for Units 3 & 4.

The coursework in Units 3 & 4 may be assessed by class exercises, essay, reports and tests.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 & 4 end of year examination:	50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf>



GEOGRAPHY

UNIT 1: HAZARDS AND DISASTERS

11GE01

Areas of Study:

- **Characteristics of hazards**

In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, 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 undertake fieldwork.

- **Response to hazards and disasters**

In this area of study students 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. They study natural and human factors influencing the nature of human responses. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

UNIT 2: TOURISM

11GE02

Areas of Study:

- **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.

- **Impact of tourism**

In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. 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 location used for 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

12GE0

Areas of Study:

- **Land use change**

In this area of study students select a local area and

use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

- **Land cover change**

In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world.

UNIT 4: HUMAN POPULATION -TRENDS AND ISSUES

12GE0

Areas of Study:

- **Population dynamics**

In this area of study students undertake an overview of world 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.

- **Population issues and challenges**

In this area of study students undertake investigations into two significant population trends that have developed 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 healthcare and social service needs. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate the effectiveness of strategies in response to these issues and challenges.

ASSESSMENT

The course work in Units 3 & 4 may be assessed by class exercises, essays and field reports.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Unit 3&4 end of year examination: 50%

Further information on the study design can be found at: http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf



You are advised to select at least one of Unit 1 or Unit 2 in order to be adequately prepared for Units 3 & 4.

UNIT 1: TWENTIETH CENTURY HISTORY 1900-1945 11HIS

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

Areas of study:

- **Ideology and Conflict**

In this area of study, students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. The focus on this unit will likely be upon Germany.

- **Social and Cultural Change**

In this area of study, students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period. The focus in this unit will likely be upon the United States.

UNIT 2: TWENTIETH CENTURY HISTORY 1945-2000 11HIS2

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

Areas of study:

- **Competing ideologies**

In this area of study, students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. The likely focus in this unit will be upon the Cuban Missile Crisis and the Vietnam War.

- **Challenge and Change**

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

UNITS 3 & 4: REVOLUTIONS

12REV

As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state.

UNIT 3: THE FRENCH REVOLUTION OF 1789 12REV

UNIT 4: THE RUSSIAN REVOLUTION OF OCTOBER 1917 12REV

For each unit of study the following two areas of study must be explored.

Areas of study:

- **Causes of Revolution**

This area of study focuses upon addressing the following questions:

What were the significant causes of revolution?

How did the actions of popular movements and particular individuals contribute to triggering a revolution?

To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

- **Consequences of Revolution**

This area of study focuses upon addressing the following questions:

How did the consequences of revolution shape the new order?

How did the new regime consolidate its power?

How did the revolution affect the experiences of those who lived through it?

To what extent was society changed and revolutionary ideas achieved?

ASSESSMENT

A variety of assessment methods are used in Units 3 & 4. The course work in Units 3 & 4 may be assessed by analytical exercises and essays.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Units 3 & 4 end of year examination: 50%

Further information on the study design can be found at:

<http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>



LEGAL STUDIES

UNIT 1: GUILT AND LIABILITY

11LEG1

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

11LEG2

Areas of Study:

- **Legal foundations**

Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources 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.

- **The presumption of innocence**

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. 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.

- **Civil liability**

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Areas of Study:

- **Sanctions**

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. 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.

- **Remedies**

Remedies may be available to a wronged party where there has been a breach of civil law. 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.

- **Rights**

The protection of rights is fundamental to a democratic society.

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. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia.



UNIT 3: RIGHTS AND JUSTICE

12LEG UNIT 4: THE PEOPLE AND THE LAW

12LEG

Areas of Study:

- **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. 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.

- **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. 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.

Areas of Study:

- **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.

- **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.

ASSESSMENT

The course work in Units 3 & 4 may be assessed by structured questions, reports, folios of exercises, and case studies.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Unit 3&4 end of year examination:	50%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/legalstudiesd-2011.pdf>



LANGUAGES OTHER THAN ENGLISH

VET CERTIFICATE III IN APPLIED LANGUAGE (MANDARIN) 11VC3

Students in Year 11 will continue with the Certificate III in Applied Language (Mandarin) that they choose in Year 10. This course is auspiced by Ripponlea Institute (RTO 21230)

This is a continuation from Year 10

Code	Unit of Competency	Hrs
VU20604	Conduct routine oral communication for social purposes in a LOTE	70
VU20605	Conduct routine workplace oral communication in a LOTE	70
VU20606	Read and write routine documents for special purposes in a LOTE	70
VU20607	Read and write routine workplace documents in a LOTE	70

CHINESE FIRST LANGUAGE

UNIT 3: 12CH13

UNIT 4: 12CH14

The areas of study comprise themes and topics, text types, kinds of writing, vocabulary and grammar. Students build upon what is familiar and develop knowledge and skills in new and more challenging areas.

Students need to demonstrate three outcomes for Unit 3 and two outcomes for Unit 4 and to undertake a detailed study.

The outcomes for Unit 3 are:

- to produce original text to express ideas,
- to analyse and use information from spoken texts
- to exchange information, opinions and experiences

The outcomes for Unit 4 are:

- to analyse and use information from written texts
- to respond critically to texts which reflect aspects of the language and culture.

For the detailed study, students will be required to present and discuss aspects of their study in the end- of-year oral examination.

The level of achievement will be determined by school-assessed coursework and two end-of-year examinations, oral and written.

ASSESSMENT

A variety of assessment methods are used in Units 1 & 2. The coursework in Units 3 & 4 may be assessed by written pieces, responses to spoken and written texts, oral presentations and discussions in the target language.

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 & 4 end of year examination: Oral	10%
Written	40%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/chinese1st/ChineseFLSD.pdf>

LANGUAGES OTHER THAN ENGLISH



FRENCH VCE

The study of VCE LOTE focuses on communication, cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Students are required to study both Unit 1 & 2 to be eligible for Units 3 & 4.

FRENCH UNIT 1:

11FRE1

FRENCH UNIT 2:

11FRE2

The course links the study of text types, forms of writing, vocabulary and grammar, both to each other, and to the themes and topics. The VCE Study Design prescribes three themes:

- the individual,
- the French-speaking communities
- the changing world

Students will develop language skills to demonstrate three outcomes for each Unit.

The outcomes for Unit 1 are:

- to establish and maintain an exchange related to personal experiences,
- to listen to, read and obtain information from texts
- to produce a personal response.

The outcomes for Unit 2 are the same with the exception that the use of the target language is at a higher level.

UNIT 3:

12FRE3

UNIT 4:

12FRE4

The areas of study comprise themes and topics, text types, forms of writing, vocabulary and grammar. The VCE Study Design prescribes three themes:

- the individual
- the French-speaking communities
- the changing world

Students develop their language skills in order for them to demonstrate three outcomes for Unit 3 and two outcomes for Unit 4 and to undertake a detailed study.

The outcomes for Unit 3 are:

- to produce original text to express ideas,
- to analyze and use information from spoken texts
- to exchange information, opinions and experiences

The outcomes for Unit 4 are:

- to analyze and use information from written texts
- to respond critically to texts which reflect aspects of the language and culture

For the detailed study, students will be required to present and discuss aspects of their study in the end-of-year oral examination.

The level of achievement will be determined by school-assessed coursework and two end-of-year examinations oral and written.

ASSESSMENT

A variety of assessment methods are used in Units 1 & 2.

The coursework in Units 3 & 4 may be assessed by written pieces, responses to spoken and written texts, oral presentations and discussions in the target language.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Units 3 & 4 end of year examination: Oral 12.5%

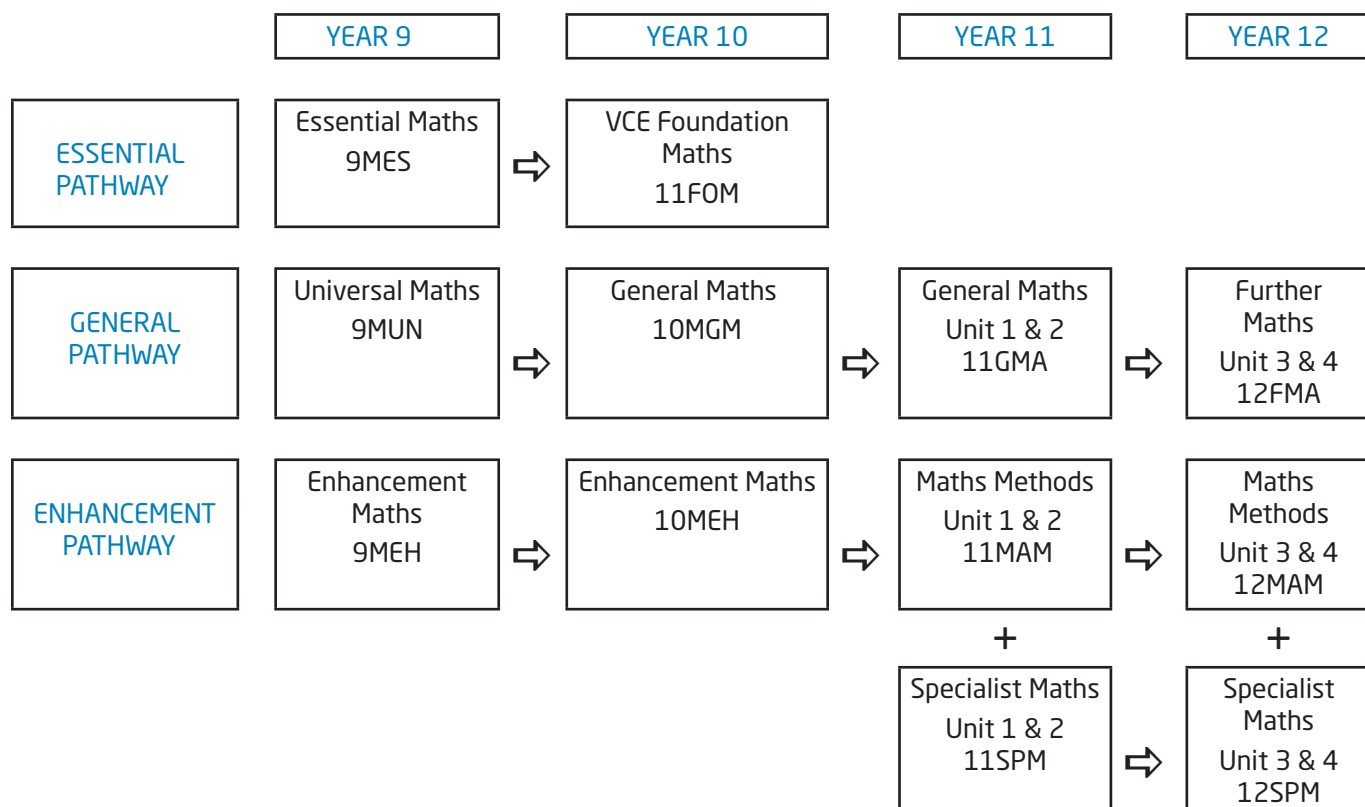
Written 37.5%

Further information on the study design can be found at:

<http://www.vcaa.vic.edu.au/Documents/vce/french/frenchsd.pdf>



MATHEMATICS PATHWAYS



⇒ Usual Pathway

Students may, if appropriate, change their course of study at the end of a semester after consultation with their teacher. For example, if a student has demonstrated a high level of learning in General Maths they may be advised to change to Enhanced Maths.

Note: Students who wish to study Mathematical Methods in Year 11 must study Enhancement Maths in Semester 2 of Year 10.



Note that whilst Mathematics is not a compulsory VCE study, students may limit their career choices if some Mathematics is not studied after Year 10.

Students should consult closely with their Mathematics teacher when choosing a course of study.

GENERAL MATHEMATICS

UNIT 1: FOUNDATION MATHEMATICS **11FOM1**
UNIT 2: FOUNDATION MATHEMATICS **11FOM2**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

ASSESSMENT

The coursework in Units 1 & 2 may be assessed by assignments, problem solving tasks, modelling, application tasks and tests.

UNIT 1: GENERAL MATHEMATICS **11GMA1**
UNIT 2: GENERAL MATHEMATICS **11GMA2**

A good standard of knowledge in Year 10 Universal Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 Further Mathematics.

Areas of study include linear relations and equations, financial arithmetic, matrices, graphs and networks, shape and measurement, linear graphs and models and statistics.

ASSESSMENT

The coursework in Units 1 & 2 may be assessed by assignments, problem solving tasks, modelling, application tasks and tests.

MATHEMATICAL METHODS (CAS)

You are required to study both Units 1 & 2 to be eligible for Units 3 & 4.

UNIT 1: MATHEMATICAL METHODS (CAS) **11MAM1**
UNIT 2: MATHEMATICAL METHODS (CAS) **11MAM2**

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Mathematical Methods Units 3 & 4. Areas of study include algebra, calculus, probability, functions and graphs.

ASSESSMENT

The coursework in Units 1 & 2 may be assessed by assignments, problem solving tasks, modelling, application tasks and tests.

SPECIALIST MATHEMATICS

You are required to study both Units 1 & 2 to be eligible for Specialist Maths Unit 3 & 4.

This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 1 & 2

UNIT 1: SPECIALIST MATHEMATICS **11SPM1**
UNIT 2: SPECIALIST MATHEMATICS **11SPM2**

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 Specialist Mathematics, in conjunction with Mathematical Methods 3 & 4.

Areas of study include complex numbers, sequences and series, trigonometry, coordinate geometry, matrices, linear and non-linear graphs and modelling, kinematics, vectors and statics.

ASSESSMENT

The coursework in Units 1 & 2 may be assessed by assignments, problem solving tasks, modelling, application tasks and tests.



MATHEMATICS

UNIT 3 & 4: FURTHER MATHEMATICS

12FMA

Satisfactory completion of Units 1 & 2 General Mathematics or Mathematical Methods is advised.

Areas of study include data analysis, recursion and financial modelling, matrices, networks and decision mathematics.

ASSESSMENT

The course work in Units 3 & 4 is assessed by application and analysis tasks, assignments and tests.

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	14%
Units 3 & 4 written examination 1	33%
Units 3 & 4 written examination 2	33%

UNIT 3 & 4: MATHEMATICAL METHODS (CAS)

12MAM

Pre-requisite - Satisfactory completion of Units 1 & 2 Mathematical Methods (CAS)

Areas of study include algebra, calculus, probability, functions and graphs.

ASSESSMENT

A variety of assessment methods are used to assess the coursework in Units 1 & 2. The coursework of Units 3 & 4 is assessed by application tasks, analysis tasks and tests. Analysis tasks may include assignments and problem solving or modelling tasks.

Unit 3 school assessed coursework	17%
Unit 4 school assessed coursework	17%
Units 3 & 4 written examination 1 (Technology free)	22%
Units 3 & 4 written examination 2	44%

UNIT 3 & 4: SPECIALIST MATHEMATICS

12SPM

Pre-requisite - satisfactory completion of Units 1 & 2 Specialist Mathematics. This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 3 & 4.

Areas of study include complex numbers, vectors, differential equations and mechanics.

ASSESSMENT

The coursework in Units 3 & 4 is assessed by application tasks, analysis tasks and tests. Analysis tasks may include assignments and problem solving or modelling tasks.

Unit 3 school assessed coursework	17%
Unit 4 school assessed coursework	17%
Units 3 & 4 written examination 1 (Technology free)	22%
Units 3 & 4 written examination 2	44%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

RELIGIOUS EDUCATION



For Religious Education in Year 11, students may choose to undertake either the accredited VCE Unit, Religion & Society Unit 1 or the College-based Catholic Action Program (CAP). Year 11 students are encouraged to consider undertaking Units 3 & 4 Religion & Society as a higher study.

Students must choose one of the following:

YEAR 11 CATHOLIC ACTION PROGRAM

11CAP

The Year 11 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They will develop this knowledge and apply it in both class and practical contexts. Students will be involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. It is a College-based subject, not an accredited VCE unit, with a combined Years 11/12 class.

An essential requirement is the completion 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 11 Catholic Action Program application form (available on the College website) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form by Friday 11 August.

ASSESSMENT

Assessment includes the maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

RELIGION AND SOCIETY

UNIT 1: RELIGION IN SOCIETY

11RES1

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time.

Areas of Study:

- **The nature and purpose of religion**

Students learn to discuss the nature and purpose of religion and explain the 9 aspects of religion: beliefs, sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

- **Religion through the ages**

Students learn about the changing roles and influence of religion in society: spiritual and religious ideas in prehistoric & ancient times and the influence on religion of technology, philosophy & science.

- **Religion in Australia**

Students discuss the presence of religion in Australia, past and present: the role and social influence of religion, collective and personal identity, interfaith movements.

ASSESSMENT

Assessment tasks include tests, essays and reports.



RELIGIOUS EDUCATION

In Year 12 students may choose to undertake Religion & Society Unit 2, Religion and Society Units 3 & 4 or Year 12 College-based Catholic Action Program (CAP). They may not choose the CAP in both Year 11 and Year 12. In Year 12, students who choose CAP, or Religion & Society Unit 2 will complete their course at the end of Term 3. Students who choose Religion & Society Units 3 & 4 will gain a study score and complete their course at the end of the school year as with other Unit 3 & 4 studies.

Students must choose one of the following:

YEAR 12 CATHOLIC ACTION PROGRAM

12CAP

The Year 12 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They will develop this knowledge and apply it in both class and practical contexts. Students will be involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. It is a College-based subject, not an accredited VCE unit, with a combined Years 11/12 class.

An essential requirement is the completion 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 11 Catholic Action Program application form (available on the College website) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form by Friday 11 August.

ASSESSMENT

Assessment includes the maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

RELIGION AND SOCIETY

UNIT 2: ETHICS AND MORALITY

12RES2

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments.

Areas of Study:

- **Ethical decision-making and moral judgment**

Students explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist: ethical methods such as utilitarianism and relativism, principles which underpin ethical stances, sources of ethical authority.

- **Religion and ethics**

Students explain how ethical perspectives and moral judgments are formed within at least two religious traditions.

- **Ethical issues in society**

Students explain two or more debates on ethical issues in societies in which multiple worldviews coexist. They examine the strengths and weaknesses of the ethical perspectives of religious and non-religious individuals, groups and traditions.

ASSESSMENT

Assessment methods used may include reports, analytical exercises, annotated charts and tests.

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/religion/ReligionSocietySD-2017.pdf>



RELIGION AND SOCIETY

UNIT 3: THE SEARCH FOR MEANING

12RES

In the quest for meaning about the why and how of existence, humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? Religion has developed answers in the form of various beliefs which, together with their expressions through the other aspects, form the distinctive identity of a religious tradition.

Areas of Study:

- **Responding to the search for meaning**

Students discuss and analyse the nature and purpose of religion and religious beliefs, in the Catholic Christian tradition, related to ultimate reality, the nature and purpose of human life, the meaning of suffering, death and the afterlife, the relationships between ultimate reality and humans and the natural world.

- **Expressing meaning**

Students examine how beliefs are expressed in the other aspects of religion: sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

- **Significant life experience, religious beliefs and faith**

Students discuss and analyse the interplay between religious beliefs and significant life experiences, focusing on a case study on the experience and beliefs of an individual.

RELIGION AND SOCIETY

UNIT 4: CHALLENGE AND RESPONSE

12RES

The focus of Unit 4 is the interaction of religious traditions and the wider society. Students explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Areas of Study:

- **Challenge and response**

Students discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

- **Interaction of religion and society**

Students discuss the interactions between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.

ASSESSMENT

Assessment methods used may include reports in written or multimedia formats, an essay, a case study, analytical exercises, structured questions, a media analysis, a test or extended responses.

Unit 3 school assessed coursework:	25%
Unit 4 school assessed coursework:	25%
End of year examination:	50%

Further information on the study design can be found at: <http://www.vcaa.vic.edu.au/Documents/vce/religion/ReligionSocietySD-2017.pdf>



BIOLOGY

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

11BIO1

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

11BIO2

Areas of study:

- **How do organisms function?**

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

- **How do living systems sustain life?**

In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

- **Practical investigation**

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/or observational studies.

ASSESSMENT

For Area of Study 1 and 2 assessment could include; a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response.

For Area of Study 3 the assessment task is a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Areas of study:

- **How does reproduction maintain the continuity of life?**

In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

- **How is inheritance explained?**

In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

- **Investigation of an issue**

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

ASSESSMENT

For Area of Study 1 and 2 assessment could include; a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, media response, data analysis task or a test comprising multiple choice and/or short answer and/or extended response.

For Area of Study 3 the assessment task is a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.



UNIT 3: HOW DO CELLS MAINTAIN LIFE?

12BIO

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

12BIO

Areas of study:

- **How do cellular processes work?**

In this area of study students focus on the cell as a complex chemical system.

- **How do cells communicate?**

In this area of study students focus on how cells receive specific signals that elicit a particular response.

Areas of study:

- **How are species related?**

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution.

- **How do humans impact on biological processes?**

In this area of study students examine the impact of human culture and technological applications on biological processes.

- **Practical investigation**

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

ASSESSMENT

Unit 3 School-assessed Coursework: 16%

Unit 4 School-assessed Coursework: 24%

End-of-year examination: 60%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>



CHEMISTRY

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED? 11CHE1

Areas of Study:

- **How can knowledge of elements explain the properties of matter?**

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students investigate the nature of metals and their properties, including metallic nanomaterials. They study how ionic compounds are formed and are introduced to the mole concept.

- **How can the versatility of non-metals be explained?**

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

- **Research investigation**

In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development of useful materials or chemicals.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL? 11CHE2

Areas of study:

- **How do substances interact with water?**

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students investigate issues associated with the solubility of substances in water. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations.

- **How are substances in water measured and analysed?**

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

- **Practical investigation**

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may include collecting water samples), organise and interpret the data and reach a conclusion in response to the question.

ASSESSMENT

Assessments may include: Topic tests, practical reports, research investigations, modelling tasks and exams.



UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY? 12CHE

Areas of study:

- What are the options for energy production?**

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

- 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, taking into account rate and yield considerations. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED? 12CHE

Areas of study:

- How can the diversity of carbon compounds be explained and categorised?**

Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses.

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.

- What is the chemistry of food?**

Students study the major components of food with reference to their structures, properties and functions. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore applications of food chemistry including artificial sweeteners and glycaemic index.

- Practical Investigation**

The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question. The student then undertakes an experiment, analyses and evaluates the data, reaches a conclusion and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

ASSESSMENT

Unit 3 SACs will contribute	16%
Unit 4 SACs will contribute	24%
End of year exam is worth	60%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>



PHYSICS

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD? 11PHY1

Areas of study:

- **How can thermal effects be explained?**

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

- **How do electric circuits work?**

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.

- **What is matter and how is it formed?**

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD? 11PHY2

Areas of study:

- **How can motion be described and explained?**

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.

- **Options**

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

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

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

ASSESSMENT

Assessment may include: practical work, topic tests, data analysis, modelling tasks and research assignments.



UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

12PHY

Areas of study:

- **How do things move without contact?**

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic.

- **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.

- **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.

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

12PHY

Areas of study:

- **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.

- **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.

- **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 and is undertaken by the student through practical work.

ASSESSMENT

Unit 3 School-assessed Coursework:	21%
Unit 4 School-assessed Coursework:	19%
End-of-year examination:	60%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>



PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED? 11PSY1

Areas of Study:

- **How does the brain function?**

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed.

- **What influences psychological development?**

In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

- **Student directed research investigation**

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES? 11PSY1

Areas of study:

- **What influences a person's perception of the world?**

In this area of study students explore two aspects of human perception - vision and taste - and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

- **How are people influenced to behave in particular ways?**

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

- **Student directed practical investigation**

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

ASSESSMENT

Assessments may include: media response/analysis, scientific poster, tests comprising multiple choice and short answer questions, analysis of data, logbook of practical activities and a visual presentation.



UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESS?

12PSY

Areas of study:

- **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. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

- **How do people learn and remember?**

In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

12PSY

Areas of study:

- **How do levels of consciousness affect mental processes and behaviour?**

In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

- **What influences mental wellbeing?**

In this area of study, students explore the concept of a mental health continuum. Students apply a biopsychosocial approach to analyse mental health and mental disorder (with a focus on specific phobia), and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

- **Practical Investigation**

The investigation requires the student to identify an aim, develop a question, formulate a research. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format.

ASSESSMENT

Unit 3 SACs will contribute:	16%
Unit 4 SACs will contribute:	24%
End of year exam is worth:	60%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/documents/vce/psychology/psychologysd-2016.pdf>



PRODUCT DESIGN & TECHNOLOGY

It is advisable to select at least one of Unit 1 or Unit 2 in order to be prepared for Units 3 & 4.

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY 11PDT1

Areas of study cover the re-design of an existing product with an emphasis on materials and sustainability.

Outcome 1 requires students to re-design a product using suitable materials with the intention of improving the product's aesthetics and quality, including the area of sustainability.

Outcome 2 requires students to use and evaluate materials, tools, equipment and processes to make the re-designed product from Outcome 1.

UNIT 2: COLLABORATIVE DESIGN CHILDREN'S WEAR 11PDT2

Areas of study include the collaborative interpretation of a design scenario to design a product or product range followed by its development and evaluation.

Outcome 1 requires students, both individually and as part of a team, to design and plan a product or product range.

Outcome 2 requires students to use appropriate processes to safely produce and evaluate a collaboratively designed product or product range.

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS 12PDT

Areas of study focus on writing a design brief, the role of the designer and the relationship between designer, client and end-users in product development.

Outcome 1 requires students to explain the roles of designer and client and end-user, the production design process and how this leads to product design development.

Outcome 2 requires students to explain the factors that influence design, development and manufacture of products within industrial settings.

Outcome 3 requires students to present a folio that documents the product design process and to focus on production of the designed product for their client.

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION 12PDT

Areas of study focus on product analysis and comparison and product evaluation.

Outcome 1 requires students to compare, analyse and evaluate similar commercial products.

Outcome 2 requires students to safely apply production skills and processes to make the product designed in Unit 3.

Outcome 3 requires students to evaluate the outcomes of the design, planning and production activities, to explain the product's design features to the client and outline its care requirements.

ASSESSMENT

A variety of assessment methods are used for all units. These may include design folios, production plans, production tasks, tests, verbal or written reports, practical demonstrations, multimedia presentations and annotated visual displays.

Unit 3 school assessed coursework:	12%
Unit 4 school assessed coursework:	8%
Unit 3 & 4 school assessed task:	50%
Unit 3 & 4 end of year examination:	30%

Further information on the study design can be found at:
<http://www.vcaa.vic.edu.au/Documents/vce/technology/ProductDesignTechSD-2012.pdf>



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

There are no prerequisites for entry to Units 1, 2 and 3.

UNIT 1: COMPUTING

11COM1

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

Areas of Study:

- **Data and graphic solutions**

In this area of study, students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings.

- **Networks**

In this area of study, students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment.

- **Collaboration and communication**

In this area of study, students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders.

UNIT 2: COMPUTING

11COM2

In this unit students focus on data and how the application of computational, design and systems thinking skill support the creation of solutions that automate the processing of data. For this unit students are required to demonstrate three outcomes.

Areas of study:

- **Programming**

In this area of study, students focus on using a programming or scripting language that can support object-oriented programming to create working software modules.

- **Data analysis and visualisation**

In this area of study, students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form.

Further information on the study design can be found at:

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>



VCE VET HOSPITALITY

This course is a training program which provides students with a nationally recognised qualification for the Hospitality Industry. The qualification provides the skills and knowledge for a student to be competent in a range of hospitality functions and activities. The focus of this course is working in a Front of House environment. Students will undertake some food preparation.

You are required to study both Units 1 & 2 to be eligible for Units 3 & 4.

SIT20316 CERTIFICATE II IN HOSPITALITY UNITS 1 & 2

Code

BSBWOR203
SITHIND202
SITXWHS001
SITHIND003
SITXCCS003
SITXCOM002
SITHCCC002
SITXFSA001
SITXINV002
SITHCCC003
SITHFAB002
SITXCCS006

Unit of competence

Work effectively with others
Source and use information on the hospitality industry
Participate in safe work practices
Use hospitality skills effectively
Interact with customers
Show social and cultural sensitivity
Prepare and present simple dishes*
Use hygienic practices for food safety
Maintain the quality of perishable items*
Prepare and present sandwiches*
Provide responsible service of alcohol
Provide service to customers

*Prerequisite - SITXFSA101 Use hygiene practices for food safety

[Selected units of competence - extended program Units 3 & 4](#)

CODE

UNIT OF COMPETENCE

SITHFAB004 Prepare and serve non-alcoholic beverages*
SITHFAB005 Prepare and serve espresso coffee*
SITHFAB007 Serve food and beverage*
SITHFAB016 Provide advice on food
SITXFIN001 Process financial transactions

*Prerequisite - SITXFSA001 Use hygiene practices for food safety

All students must participate in a structured work placement. Number of shifts to be completed:

- Units 1 & 2 - 12 shifts
- Units 3 & 4 - 10 shifts

ASSESSMENT

Students must achieve all units of competence

Units 3 & 4 school-assessed coursework:

66%

End of year written examination:

34%

HIGHER STUDY APPLICATION FORM 2018



Student Surname: _____

Year Level: _____

Given Name: _____

Pastoral Group: _____

I wish to apply for the following VCE Unit(s): _____

Criteria for Higher Study

The following list reflects the College's expectations

- Ability to work and think independently
- Appropriate level of literacy skills
- Ability to use appropriate technology with confidence
- Ability to work in a mature manner
- Positive attitude to class work and make productive use of class time
- Ability to manage time and submit work punctually
- Ability to research independently and adapt information to the topic being studied
- Ability to work co-operatively in a group
- Willingness to seek teacher assistance when appropriate

Please indicate below your reasons for applying and demonstrate how you met the above criteria during your studies at school.

Student Signature: _____ Parent Signature: _____ Date: _____

Please note: Students need to continue to demonstrate the criteria listed above to remain eligible for a Higher Study unit.

Current Subject Teacher: Recommended ☐

Requires further discussion ☐

Staff Code: _____ Teachers Signature: _____ Date: _____

Pastoral Group Teacher: Recommended ☐

Requires further discussion ☐

Staff Code: _____ Teachers Signature: _____ Date: _____

Please return your completed form with your Subject Preference Receipt