

VCE CURRICULUM

VCE REQUIREMENTS

The VCE is a two-year course over Years 11 and 12. Students normally take 22 units over the two years, however they may undertake a larger or smaller number of units providing that the requirements for the award of the VCE are met and approval is given by the School.

To meet the graduation requirements of the VCE, each student must satisfactorily complete a minimum of 16 units. Each student must satisfactorily complete:

- an approved combination of at least 3 units from the English group : English / EAL Units 1 - 4, Literature 1 - 4 with at least one unit at Unit 3/4 level.
- at least three Unit 3/4 studies other than English, which may included any number of English sequences once the English requirement has been met.

Accounting	English as an Additional Language	Mathematics
Art	Food Studies	Media
Biology	French	Music Performance
Business Management	Geography	Physical Education
Chemistry	German	Physics
Chinese FL	Global Politics	Psychology
Chinese SL	Health & Human Development	Studio Arts
Dance	History	Theatre Studies
Drama	Legal Studies	VET Health Services
English	Literature	Visual Communication Design

- Additional Languages

- Classes available outside the timetable.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 & 4 of an English sequence is required for the calculation of a student's ATAR.

Each subject offered for the VCE follows a sequence of four units. Units 1 and 2 are normally taken as a sequence at Year 11. Units 3 and 4 are normally taken at Year 12 and MUST be done as a sequence. While it is possible to enter studies at Units 1, 2 or 3, it is important to be guided by recommendations on the appropriate sequence indicated with the subject description.

EXTENSION STUDIES AT YEAR 12

Extension studies in first year university subjects from The University of Melbourne and Monash University are available for very able Year 12 students. They are undertaken outside the School's program and may be included as a fifth or sixth subject in the ATAR. Extension studies contribute to satisfactory completion for the award of the VCE and satisfactory completion of the university subject may be credited towards a degree course.

TERTIARY SELECTION

Gaining the VCE does not give students automatic entry to post-secondary courses. The minimum entry requirement is satisfactory completion of the VCE (including satisfactory completion of one Unit 3 & 4 sequence study from the English group). Selection for most courses is based on an ATAR calculated from scaled study scores achieved in the Units 3 & 4 studies undertaken. Additional selection factors may include completion of prerequisite studies, achievement of specified grades, interviews and presentation of folios.

An ATAR will place students on a percentile ranking, with a top rank of 99.95. This is decided after adding the student's study score from the English group, the next 3 highest scoring subjects, and 10% of the student's 5th (and possibly 6th) study score. The increment for the fifth or sixth study may be replaced with an increment for satisfactory completion of an approved university study as part of the VCE extension study program. There is no restriction on the number of VCE VET Unit 3 & 4 sequences that can be counted in the ATAR calculation.

The Victorian Tertiary Admissions Centre (VTAC) is responsible for student selection into most tertiary courses in Victoria. By investigating subjects which are of interest, students are able to locate the institution offering these subjects as major sequences. Students will then need to consult the booklet, VICTER (2020 - Year 12 / 2021 - Year 11), to note general entrance requirements, as well as prerequisites and scoring procedures for each course. This will assist them in selecting their VCE courses.

Students should not limit their investigations to the Victorian tertiary institutions covered by VTAC. They should also consider interstate institutions before deciding on courses. Applications to interstate institutions can be made through the State-based Admission Systems.

Career advice is available from the Careers Counsellor and all relevant publications are available for reference in the Careers Room.

At the beginning of Years 11 and 12, students are provided with a VCE Handbook containing specific information on the Victorian Curriculum & Assessment Authority's and School regulations.

Year 11 ACADEMIC PROGRAM

Compulsory studies :

English - Units 1 & 2 or

Literature - Units 1 & 2

At Year 11, students select a program of a maximum of 6 subjects (12 VCE units), including the 2 units of compulsory studies. It is possible to do a 7th subject out of school hours, e.g. Languages, but consideration must be given to the added workload.

Students select their VCE program at Year 11 on the basis of academic ability, interest and intended career direction. Some students may undertake one Unit 3/4 subject in Year 11. To do so, they must have the School's approval. Approval will be based on the student's demonstrated skills, organisation, application and GPA at Year 10. In exceptional circumstances, a student may be permitted to take two Unit 3/4 subjects and four Unit 1/2 subjects. This can only happen in consultation with the relevant Heads of Departments and with the approval of the Director of Curriculum.

Unit 3/4 subjects available to Year 11 students are Biology, Business Management, Dance, Geography, Health & Human Development, History of Revolutions, Literature, Languages - French, German, Chinese FL, Chinese SL, Global Politics, Music Performance and Physical Education.

Assessment and Reporting

There are two forms of assessment in each VCE unit.

Satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. Each unit of study has between two and four outcomes. For all studies, judgement about whether a unit has been completed satisfactorily is a school-based responsibility.

Grades

In Units 1 & 2, students will be assessed by the School on specific areas of work. Grades on a scale of A to E (will be based on tests, practical reports, essays and assignments as appropriate to the subject).

ADDITIONAL REQUIREMENTS

Recreation, Thinking and Relaxation (RTR)

This program provides students with opportunities to:

- experience a range of recreational activities which they may be interested in pursuing outside school
- be challenged intellectually by interesting ideas and discussions
- learn useful new skills
- make a contribution to the lives of others.
- work collaboratively

Participation in the program is compulsory.

Students are to select one unit from Group A and one from Group B. The other two units can be from either group. Descriptions of the Group B units follow.

Note: Students studying EAL English are required to do Unit 2 Philosophy in place of the options listed below. This course is designed to provide extra support for EAL students. It is a year long course.

Group A

Footy Codes / Rockclimbing

Active and energetic games, focussing on tactics, teamwork and game play. Codes include: AFL, Touch Rugby. Try your hand at adrenaline-pumping adventure, Rockclimbing.

Rollerblading / Powerwalking

Students must provide their own rollerblades and helmet - equipment is not provided. Students must know the basics of how to rollerblade. This is not a good unit for true beginners.

Archery / Fencing / Powerwalking

No experience required but be prepared to be off-campus for some activities.

Boot Camp / Yoga / Circuit Training

Involves high energy workouts and relaxation for a well-rounded active experience.

Golf / Badminton / Table Tennis

Striking sports helping to develop hand-eye co-ordination. Students must be prepared to be off-campus for some activities.

Dance / Circuit / Yoga

This option provides opportunities to explore spatial awareness and co-ordination through various activities.

Dance / Paddleboarding / Yoga

This option provides opportunities to improve balance and have a full body workout.

Trampolining / Powerwalking / Bootcamp

This option provides opportunities to explore balance, spatial awareness and have an aerobic workout through power-walking in the Bayside region. No experience needed but must be prepared to be off-campus for some activities.

Learn to Swim

This option is for non-swimmers. It covers basic swimming techniques aimed at improving confidence and ability in and around the water.

Group B

- Drawing
- EAL Support 1 & 2
- Personal Development
- My Brilliant Career
- Matters of the Musical Mind
- Philosophy
- ELS

DRAWING

If you enjoy visual arts but are no longer able to study it, or you just want to do more of it, this unit will provide an opportunity to put some creativity into your week. A variety of drawing techniques and skills will be explored with the aim of each student producing at least one finished work. Methods trialled could include charcoal drawing, pastel, scraperboard, watercolour and, maybe, wacom tablets with Adobe Illustrator. However, students will be given some choice in the use of media and materials.

PERSONAL DEVELOPMENT

Remember personal development in Years 7 to 10?

Well this is the advanced personal development – we will discuss all the things that you didn't want to know then, that you want to know now!

Relationships, emotional wellbeing, sex, drugs, alcohol, the future, resilience, body image...we will explore issues that are relevant to YOU right now. Responding to the needs of the group is the main aim of this course.

'Life's one big balancing act'. Personal development for the VCE student will provide you with an opportunity to develop strategies and skills that will help you find a balance between matters of mind and body.

MY BRILLIANT CAREER

Not sure what the future holds but keen to make a start on your own brilliant career? Well this is the course for you. This is an opportunity to create an individual pathway plan for your future career. We will create or update a resume and write an application cover letter. We will also have some fun with mock interviews including how to dress to impress in interviews, create an 'elevator pitch' and practice what to say and how to answer the tricky interview questions.

MATTERS OF THE MUSICAL MIND

Have you ever wondered why a certain song affects your mood? We are, all hard-wired for music; it can affect the same part of our brain that helps us interpret grief or overwhelming joy. Students will explore how the human brain perceives music, and how composers and musicians exploit our instinctive reaction to music to entice and challenge us. Students will learn how to use music to manipulate their mood and thinking.

PHILOSOPHY

This is a taster for students who would like to find out a little bit about Philosophy, philosophers and philosophical thinking and reasoning.

A different topic will be investigated each lesson. Topics will be selected from:
Truth and Reality, Happiness, Animal rights, the Existence of God, Philosophical arguments and logic and Ways of thinking.

You will be introduced to some famous philosophers like Socrates, Plato, Descartes, Seneca and Epicurus. In class there will be a lot of discussion, some videos, activities and challenges.

Year 12 ACADEMIC PROGRAM

Compulsory studies :

English - Units 3 & 4 or

English EAL Units 3 & 4 or

Literature - Units 3 & 4

At Year 12, students normally select a program of 5 subjects (10 VCE units), including the 2 units of English.

Students entering Year 12 will have accumulated results in Units 1 and 2 (and possibly Units 3 and 4) from their Year 11 studies. The Year 12 course selected must meet the requirements for the award of the VCE. It is also important for students to maximise their career and further study opportunities through careful selection of their VCE program.

Assessment and Reporting

There are two forms of assessment in each VCE unit.

Satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified by the Study Design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. Each unit of study has between two and four outcomes. For all studies, judgement about whether a unit has been completed satisfactorily is a school-based responsibility.

Coursework

Each sequence of Units 3 & 4 includes School Assessed Coursework (SACs) or School Assessed Tasks (SATs). Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design.

Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework count towards a student's Study Score in each VCE study and ultimately towards the student's ATAR.

Grades are awarded for coursework in the range A – E. It should be noted that coursework assessments given to students and their total scores given for coursework may change as a result of statistical moderation by the Victorian Curriculum & Assessment Authority.

In most studies at least 50% of the assessment will be based on externally set examinations.

ADDITIONAL REQUIREMENTS

Time for Reds is a program for Year 12 students which is designed to provide students with the opportunity to discuss issues that relate to themselves, as students, in their final year of schooling.

Homework

Homework for all VCE subjects is set on a regular basis and students are expected to organise their time and meet work deadlines. The due dates for all SACs are given to students well in advance to allow time for planning.

Late work is not accepted unless the student has applied for and been granted an extension of time BEFORE the due date.

AVAILABLE COURSES

Accounting

ACCOUNTING – Accreditation period 2019 -2023

VCE Accounting explores the financial recording, reporting analysis and decision making processes of a sole proprietor small business. Students study BOTH theoretical and practical aspects of accounting. It involves at least 40 percent theory including the study of ethical considerations involved in the decision - making process.

STRUCTURE

The study is made up of four units.

Unit 1: Role of accounting in business.

This unit of study investigates the reasons for establishing a business and possible alternatives to operating a business.

Unit 2: Accounting and decision - making for a trading business.

In this unit of study students develop their knowledge of the accounting process for sole proprietors operating a trading business, with focus on inventory, accounts receivable, accounts payable and non-current assets. Students use both manual and ICT, including spreadsheets.

Unit 3 : Financial accounting for a trading business.

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The ethical considerations of business owners when making decisions is also considered.

Unit 4 : Recording, reporting, budgeting and decision making.

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Further consideration of ethical decisions is also explored.

Assessment details:

Unit 3 School-assessed Coursework
25 per cent of study score.

Unit 4 School-assessed Coursework
25 per cent of study score.

Written Examination - November - 2 hours
50 per cent of study score.

Art

A choice of Ceramics and Sculpture, Painting, Photography, Printing and Digital Media are offered for this study.

ART Unit 1

This unit focuses on selected media and/or art forms through an exploration of techniques, materials, skills, working methods and concepts with an emphasis on cross-media investigation.

AREAS OF STUDY

1. Developing ideas and skills

This area of study will include:

- Materials, techniques and working methods involving artistic research, innovation and cross-media exploration
- Materials and processes within a particular media and/ or art form
- Materials, their uses and unique characteristics
- A range of concepts, styles and selected images
- Methods of trialing visual solutions to set tasks

2. Art and Society

This area focuses on the ways in which art reflects the values, beliefs and traditions for which it is created.

This area of study will include:

- Social settings for art
- Social functions of art
- Social issues in art of the past and present

ASSESSMENT

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit.

Assessment is based on a drawing folio, paintings, sketches completed artworks, research reports and an art commentary.

ART Unit 2

Art, Unit 2 is not offered. It is recommended, however, that students continue their studies by enrolling for STUDIO ARTS Unit 2.

ART Unit 3

This unit focuses on making personal art responses through a broad and innovative investigation which includes exploration and experimentation in one or more media.

AREAS OF STUDY

1. Investigation and interpretation

This area of study will include:

- Production of a sustained body of work and at least one completed work
- Media exploration and understanding of tools and techniques
- Evaluation of student's work and a development of working practices related to their interest

2. Interpreting Art

This area of study focuses on using interpretive frameworks to respond critically to art works.

Students must undertake :

- A study of two periods of art: post-1990 (contemporary) and pre-1990
- A study of at least two artists who have produced work within the selected period of art
- A study of at least two art works from the selected period

ART Unit 4

This unit focuses on the preparation of a final presentation, demonstrating individuality, evolution of ideas and realisation of knowledge and skill.

AREAS OF STUDY

1. Realisation and resolution - this area requires the completion of an innovative body of work which continues inter media exploration of ideas and techniques and at least one completed work.
2. Discussing and debating art - this area of study focuses on exploring the meanings and messages of art through interpretation of selected art works with reference to commentaries on art.

ASSESSMENT Units 3 & 4

Unit 3 School-assessed Coursework	10%
Unit 4 School-assessed Coursework	10%
Unit 3 and 4 School-assessed Task	50%
Unit 3 and 4 Examination	30%

Biology

Full sequence recommended

BIOLOGY UNIT 1

How do things stay alive?

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

AREAS OF STUDY

1. 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. Whether life forms are unicellular or multicellular, or heterotrophic or autotrophic, whether they live in a deep ocean trench, a tropical rain forest, an arid desert or on the highest mountain peak, all individual organisms are faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

2. How do living systems sustain life?

Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment. They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem. Students identify a keystone species, explore an organism's relationship to its habitat and evaluate the impact of abiotic factors on the distribution and abundance of organisms within the community.

3. Practical Investigation

In this area of study students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect 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.

BIOLOGY UNIT 2

How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

AREAS OF STUDY

1. 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. Students investigate and use visualisations and modelling to describe the characteristics of each of the phases in mitosis. Students describe the production of gametes in sexual reproduction through the key events in meiosis and explain the differences between asexual and sexual reproduction in terms of the genetic makeup of daughter cells. Students consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

2. 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. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

3. 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. They communicate the findings of their investigation and explain the biological concepts, identify different opinions, outline the legal, social and ethical implications for the individual and/or species and justify their conclusions. Material for the investigation can be gathered from laboratory work, computer simulations and modelling, literature searches, global databases and interviews with experts.

BIOLOGY UNIT 3

How Do Cells Maintain Life?

In this unit students investigate the workings of the cell from several perspectives. They explore the properties of the plasma membrane and their importance in defining the cell and in the control of the movement of molecules in and out of the cell. Students consider protein structure in relation to several molecular interactions within cells, based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students consider the types of signal molecules involved in the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system.

Area of Study

1. How do cellular processes work?

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane. They model the formation of DNA and proteins from their respective subunits. Gene expression is explored and the nature of the genetic code outlined. They examine enzyme controlled pathway reactions, including photosynthesis and cellular respiration.

2. How do cells communicate?

In this area of study students focus on how cells receive specific signals and how signal molecules elicit a particular response in target cells. Students examine unique molecules called antigens and how they initiate an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

BIOLOGY UNIT 4:

How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. They explore how technological developments in the field of molecular genetics have added to the evidence. Students examine the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

Area of Study

1. How are species related?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution and the process of natural selection as a mechanism for evolution. Students learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

2. 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. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications.

Area of Study 3

Practical investigation

Students will undertake an extended practical investigation. The investigation will relate to knowledge and skills developed across Units 3 and 4.

It requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. A final poster report will be presented.

Assessment Units 3 & 4

Unit 3 school-assessed Coursework	16%
Unit 4 school-assessed Coursework	24%
End of Year Examination	60%

Business Management

BUSINESS MANAGEMENT Unit 1

Planning a Business

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

AREAS OF STUDY

1. 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. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

2. 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. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

3. 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. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

BUSINESS MANAGEMENT Unit 2

Establishing a Business

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

AREAS OF STUDY

1. Legal requirements and financial considerations

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

2. Marketing a business

Establishing a strong customer base for a business is an important component of success. In this area of study students develop 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. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

3. Staffing a business

Staff are one of the business's greatest assets and are an important consideration when establishing a business. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. 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. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

BUSINESS MANAGEMENT Unit 3

Managing a Business

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

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

AREAS OF STUDY

1. Business foundations

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between 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.

2. 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. They consider Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory and Lawrence and Nohria's Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

3. Operations Management

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

BUSINESS MANAGEMENT Unit 4

Transforming a Business

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

AREAS OF STUDY

1. Reviewing performance - the need for change

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.

2. Implementing Change

In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. 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. They consider the principles of Senge's Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

ASSESSMENT Units 3/4

Satisfactory completion

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

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Chemistry

Full sequence recommended

UNIT 1:

How can the diversity of materials be explained?

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students are introduced to quantitative concepts in chemistry including the mole concept. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Area of Study 1

How can knowledge of elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements their properties, atomic structure and place in the periodic table. Students investigate the nature of metals and their properties and examine the structure and properties of ionic compounds. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Area of Study 2

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.

Area of Study 3

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.

UNIT 2:

What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples.

Area of Study 1

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 precipitation, acid-base and redox reactions. These are represented by the writing of balanced equations. Students relate the properties of water to the molecule's structure, polarity and bonding.

Area of Study 2

How are substances in water measured and analysed?

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

Area of Study 3

Practical investigation

In this area of study students design and conduct a practical investigation into an aspect of water quality.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated the set of outcomes specified for the unit. Tasks for assessment may be selected from the following:

- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response
- a poster

UNIT 3:

How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels, including the energy transformations involved and complete relevant calculations. Students study galvanic cells, fuel cells and electrolytic cells and apply the electrochemical series and Faraday's laws. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent, including predicting and explaining the conditions that will improve the efficiency and percentage yield of chemical processes.

Area of Study 1

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 with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

Students conduct practical investigations involving redox reactions and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

Area of Study 2

How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

Students investigate how the rate of a reaction can be controlled with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams.

Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and

products. They investigate Le Chatelier's principle and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations.

Students investigate a range of electrolytic cells and examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry and to determine cell efficiencies.

UNIT 4:

How are organic compounds categorised, analysed and used?

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

Area of Study 1

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

In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

Students investigate trends in the physical and chemical properties, study typical reactions and some of their reaction pathways of various organic families of compounds, 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.

Area of Study 2

What is the chemistry of food?

Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of calorimetry. They explore applications of food chemistry by considering the differences in structures of natural and artificial sweeteners, the chemical significance of the glycaemic index of foods, the rancidity of fats and oils, and the use of the term 'essential' to describe some amino acids and fatty acids in the diet.

Area of Study 3

Practical investigation

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

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 and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

Assessment

Unit 3 school-assessed Coursework	16%
Unit 4 school-assessed Coursework	24%
End of Year Examination	60%

Chinese First Language

Full sequence recommended.

AIMS

The aims of the study design are to develop students':

- ability to use Chinese to communicate with others
- understanding and appreciation of their own and other cultures
- understanding of language as a system
- potential to apply Chinese to work, further study, training or leisure

COMMON AREAS OF STUDY (UNITS 1 - 4)

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issue

UNIT 3 OUTCOMES:

1. Express ideas through the production of original texts (an imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, or instructions, analysing and using information requested).
3. Exchange information, opinions and experiences (an evaluative oral presentation focusing on points for and against an aspect related to texts studied).

ASSESSMENT – UNITS 3 & 4

School-assessed Course work	50 %
End of Year Examination	50 %

UNIT 4 OUTCOMES:

1. Analyse and use information from written texts (a response to specific questions, or instructions, analysing and using information requested).
2. Respond critically to spoken and written texts which reflect aspects of language and culture (a persuasive or evaluative written response, for example, report, essay, article or review. and an interview on an issue related to texts studied).

DETAILED STUDY

A detailed study must be undertaken during Units 3 and 4.

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination. The detailed study should be based on a sub-topic related to one or more of the prescribed topics.

Chinese Second Language / Chinese Second Language Advanced

Full sequence recommended

AIMS

The aims of the study design are to develop students':

- ability to use Chinese to communicate to others
- understand and appreciate the cultural contexts in which Chinese is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between Chinese and English, and/or other languages
- apply Chinese to work, further study, training or leisure

COMMON AREAS OF STUDY (UNITS 1 - 4)

The areas of study for Chinese Second Language and Chinese Second Language Advanced comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

There are three prescribed themes:

- The individual
- The Chinese-speaking communities
- The world around us

UNIT 1 OUTCOMES:

1. Establish and maintain a spoken exchange related to personal areas of experience. (Informal conversation or reply to personal letter/fax/email).
2. Listen to, read and obtain information from spoken and written texts. (Listen to spoken texts to obtain information to complete notes, charts or tables in Chinese or English and read texts to obtain information to complete notes, charts or tables in Chinese or English).
3. Produce a personal response text focusing on real or imaginary experience. (Oral presentation or review or article).

UNIT 2 OUTCOMES:

1. Participate in a spoken or written exchange related to making arrangements and completing transactions. (Formal letter, or fax, or email or role-play or interview).
2. Listen to, read, and extract and use information and ideas from spoken and written texts, and translate from characters in English. (Listen to spoken texts and reorganise information and ideas in a different text type, and translate the original text(s) from characters into English).
3. Give expression to real or imaginary experience in spoken or written form. (Journal entry or personal account or short story).
4. Give expression to real or imaginary experience in spoken or written form. (Journal entry or personal account or short story).

ASSESSMENT – UNITS 1 & 2

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

UNIT 3 OUTCOMES:

1. Express ideas through the production of original texts. (A 150-200-character personal or

imaginative written piece/ 200-250-character for Chinese Second Language Advanced).

2. Analyse and use information from spoken texts. (A response to specific questions, messages or instructions, extracting and using information requested/ Extended response/s of above aspects for Chinese Second Language Advanced).
3. Exchange information, opinions and experiences. (A three- to four-minute role-play, focusing on the resolution of an issue/ A role play of approximately four minutes focusing on the resolution of an issue for Chinese Second Language Advanced).

UNIT 4 OUTCOMES:

1. Analyse and use information from written texts, and translate part of the text(s) into English. (A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English/ Extended response/s of above aspects for Chinese Second Language Advanced).
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the Chinese-speaking. (A 250-character informative, persuasive or evaluative written response, for example, report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied/ Approximately four minutes for Chinese Second Language Advanced).

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4. The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

ASSESSMENT – UNITS 3 & 4

School-assessed Coursework	50 %
End of Year Examination	50 %

Dance

DANCE VCE Units 1 and 2

Immerse yourself in the exciting physical and conceptual possibilities Dance has to offer. Dance is the language of movement and is a powerful tool that develops student's physical awareness and understanding of the body as an instrument of expression. We can't underestimate the value of being able to express ourselves through our bodies. Throughout the program students develop a kinaesthetic awareness by composing dance creations. Students develop a confidence and understanding of themselves as movers. VCE Dance Units 1 and 2 is offered as a full year subject. There are components of both practical and theoretical learning.

Unit 1

In this unit students explore the potential of the body as an instrument of expression in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement from different cultures, traditions and styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training.

Unit 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo dance work – choreographing, rehearsing and preparing for performance. Students may also study material such as dance from other cultures, music theatre, the work of tap, jazz, ballet and modern dance. Students make links between the theoretical and practical aspects of dance across the areas of study and analyse how their own and other choreographers' intentions are communicated, through the ways movement has been manipulated and structured.

ASSESSMENT:

Unit 1

- Outcome 1: Written reflection and analysis of other choreographic dance works and discuss influences on their own dance making
- Outcome 2: Choreograph and perform an original duo and group work
- Outcome 3: Perform a learnt group work
- Outcome 4: Demonstrate safe dance practice and describe the physiology of the body

Unit 2

- Outcome 1: A written analysis of the elements of movement within selected dance styles and work
- Outcome 2: Choreograph and perform an original solo work
- Outcome 3: Perform a learnt solo work and report on the process from rehearsal to performance

DANCE VCE Units 3 and 4

Scope of Study

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

Unit 3

In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth or twenty-first centuries. These dance works must be selected from the Prescribed list of dance works for Unit 3. Students analyse the dance design and use of movement vocabulary in the selected works and consider influences on the choreographers' choices of intention, movement vocabulary and the influence these choreographers and the selected dance works have had on the arts and society.

- Outcome 1: Analyse two selected dance works
- Outcome 2: Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work
- Outcome 3: Learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used

Contribution to final assessment: School-assessed Coursework for Unit 3 will contribute 15 per cent to the study score.

Unit 4

In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures and spatial organisation and investigate the influences on choices made by choreographers in these works.

- Outcome 1: Analyse a selected group dance work
- Outcome 2: Choreograph, rehearse, perform and analyse their realisation of a solo dance work

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

N.B. The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, and an end of year written examination.

Contribution to final assessment

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

The written examination will contribute 25 per cent to the study score.

Drama

VCE DRAMA UNITS 1 & 2

Aims:

This study enables students to:-

- develop, through practice and analysis, an understanding of drama as a way of communicating stories, ideas and meaning
- examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles
- devise, perform and evaluate solo and ensemble drama work
- appreciate multiple traditions of drama practice across a range of contexts
- explore processes for the creative development of new work
- manipulate dramatic elements and production areas in devising and performing drama
- develop and refine expressive and performance skills
- engage with professional drama practice
- develop skills as creative and critical thinkers
- foster their appreciation of drama as an art form

Structure:

The study is made up of two units:-

- Unit 1: Introducing performance styles
- Unit 2: Australian identity

Unit 1: INTRODUCING PERFORMANCE STYLES

- Outcome 1: On completion of this unit, the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories
- Outcome 2: On completion of this unit, the student should be able to perform devised drama works to an audience
- Outcome 3: On completion of this unit, the student should be able to analyse the development and the performance to an audience, of their devised work
- Outcome 4: On completion of this unit, the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners

Assessment Tasks:

1. Mini Ensemble Performance

The student is required to develop and present character/s within a non-naturalistic ensemble performance.

- Weighting: This task is worth 10% of the overall grade
- Due: Term 1, Week 6

2. Ensemble Performance

The student is required to develop and present character/s within a non-naturalistic ensemble performance.

- Weighting: This task is worth 40% of the overall grade
- Due: Term 2, Week 7

3. Ensemble Analysis (Exam)

The student is required to analyse play-making techniques used to construct and present ensemble works including the work created for Outcomes 1 & 2

- Weighting: This task is worth 25% of the overall grade
- Due: Term 2, Week 8

4. Performance Analysis

The student is required to analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

- Weighting: This task is worth 25% of the overall grade
- Due: TBA

Unit 2: AUSTRALIAN IDENTIFY

- Outcome 1: On completion of this unit, the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice
- Outcome 2: On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice
- Outcome 3: On completion of this unit, the student should be able to analyse the development, and performance to an audience, of their devised work
- Outcome 4: On completion of this unit, the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners

Assessment Tasks:

1. Mini Solo Performance

The student is required to create, and present a short solo performance based on stimulus material and write an evaluation of the processes used.

- Weighting: This task is worth 10% of the overall grade
- Due: Term 2, Week 11

2. Solo Performance

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

- Weighting: This task is worth 40% of the overall grade
- Due: Term 4, Week 4

3. Solo Performance Analysis

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

- Weighting: This task is worth 10% of the overall grade
- Due: Term 4, Week 5

4. Performance Analysis

Students will answer a series of questions requiring short and extended responses based upon a work of Australian Drama.

- Weighting: This task is worth 20% of the overall grade
- Due: Term 3, Week 10

5. Exam

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

- Weighting: This task is worth 20% of the overall grade
- Due: Term 4, Week 7

For full unit descriptions, please refer to the study design.

If you have any queries, please contact: Michael Kent
(Head of Drama Curriculum and School Productions
7-12) mkent@brightongrammar.vic.edu.au

VCE DRAMA - UNITS 3 & 4

Aims:

This study enables students to:-

- develop, through practice and analysis, an understanding of drama as a way of communicating stories, ideas and meaning
- examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles
- devise, perform and evaluate solo and ensemble drama work
- appreciate multiple traditions of drama practice across a range of contexts
- explore processes for the creative development of new work
- manipulate dramatic elements and production areas in devising and performing drama
- develop and refine expressive and performance skills
- engage with professional drama practice
- develop skills as creative and critical thinkers
- foster their appreciation of drama as an art form

Structure:

The study is made up of two units:-

- Unit 3: Devised Ensemble Performance
- Unit 4: Devised Solo Performance

Unit 3: DEVISED ENSEMBLE PERFORMANCE

- Outcome 1: On completion of this unit, the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived
- Outcome 2: On completion of this unit, the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- Outcome 3: On completion of this unit, the student should be able to analyse and evaluate a professional drama performance

Assessment Tasks:

1. Performance Review (Outcome 3)

The student is required to analyse and evaluate a non-naturalistic performance selected from prescribed playlist.

- Weighting: This task is worth 16.66% (/25) of the overall semester grade
- Due: Term 1, Week 9

2. Ensemble Performance (Outcome 1)

The student is required to develop and present character/s within a non-naturalistic ensemble performance.

- Weighting: This task is worth 66.66% (/100) of the overall semester grade
- Due: Term 2, Week 6

3. Ensemble Review (Outcome 2)

The student is required to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

- Weighting: This task is worth 16.66% (/25) of the overall semester grade
- Due: Term 2, Week 8

School assessed coursework for Unit 3 will contribute 30% towards the study score.

Unit 4: DEvised SOLO PERFORMANCE

- Outcome 1: On completion of this unit, the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used
- Outcome 2: On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure
- Outcome 3: On completion of this unit, the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure

Assessment Tasks:

1. Short Solo Performance (Outcome 1)

Create, and present a short solo performance based on stimulus material and write an evaluation of the processes used.

- Weighting: This task is worth 5% of the overall study score (/25)
- Due: Term 2, Week 10

2. Solo Performance Exam (Outcome 2)

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

- Weighting: This task is worth 35% of the overall study score
- Mock Exam date: Term 3 Week 9
- Final Performance Exam: Unit 4 Performance Examinations commence from 8/10/2018

3. Solo Performance Review (Outcome 3)

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

- Weighting: This task is worth 5% of the overall study score (/25)
- Due: Term 3, Week 10

4. Written Examination

Students will answer a series of questions requiring short and extended responses. Stimulus material, dramatic element/s, performance style/s and/or theatrical convention/s may be provided for some questions.

- Weighting: This task is worth 25% of the overall study score
- Due: Unit 4 VCAA Written Examinations commence Term 4, Week 4 from 31/10/2018

Study Score Mark Allocation:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 10%
- End of Year Performance Exam: 35%
- End of Year Written Examination: 25%

For full unit descriptions, please refer to the study design.

If you have any queries, please contact: Michael Kent (Head of Drama Curriculum and School Productions 7-12) mkent@brightongrammar.vic.edu.au

English

ENGLISH Units 1/2

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

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

ENGLISH UNIT 1

Areas of Study

1. Reading and creating texts

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

2. Analysing and presenting argument

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

Unit 1 Outcomes

1. Students can produce analytical and creative responses to texts.
2. Students can analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences.

ENGLISH UNIT 2

Areas of Study

1. Reading and comparing texts

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

2. Analysing and presenting argument

In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed.

Unit 2 Outcomes

1. Students are able to compare the presentation of ideas, issues and themes in two texts.
2. Students can identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create texts which present a point of view.

Assessment Units 1 & 2

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

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester. These examinations will reflect the structure of the Unit 4 examination.

ENGLISH Units 3 & 4

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

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

ENGLISH UNIT 3

Areas of Study

1. Reading and creating texts

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

2. Analysing argument

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

Unit 3 Outcomes

1. On completion of this unit students can produce analytical interpretations of texts, and creative responses to texts.
2. On completion of this unit the student can analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

ENGLISH UNIT 4

Areas of Study

1. Reading and comparing texts

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

2. Presenting argument

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

Unit 4 Outcomes

1. On completion of this unit students can produce a detailed comparisons which analyse how two selected texts present ideas, issues and themes.
2. On completion of this unit students can construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Units 3 & 4

School-assessed Coursework	50%
End of Year Examination	50%

English as an Additional Language (EAL)

EAL UNIT 1

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Three literary texts are selected for study, drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

Areas of Study

1. Reading and creating texts

Students explore how meaning is created in a text. They identify, discuss and analyse language and structural decisions authors have made. They explore characters, settings, events and themes. Students listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

2. Analysing and presenting argument

Students read a range of texts that attempt to influence an audience and analyse the use of language for persuasive effect. They consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the language choices. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes.

Unit 1 Outcomes

1. Students should be able to produce analytical and creative responses to texts.
2. Students should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

EAL UNIT 2

Areas of Study

1. Reading and comparing texts

Students produce a written comparison of two texts, exploring how the texts present similar or related ideas, issues or themes from different perspectives. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

2. Analysing and presenting argument

Students continue to build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Unit 2 Outcomes

1. Students should be able to compare the presentation of ideas, issues and themes in two texts.
2. Student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment Units 1 & 2

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

School assessment will be based on students' performance in a range of tasks set, including formal examinations at the end of each semester. The examinations will reflect the structure of the Unit 4 examination.

ENGLISH EAL UNITS 3/4

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

ENGLISH/EAL UNIT 3

Areas of Study

1. Reading and creating texts

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

2. Analysing argument

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

3. Listening to texts

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

Unit 3 Outcomes

1. On completion of this unit students can produce analytical interpretations of texts, and creative responses to texts.
2. On completion of this unit the student can analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. On completion of this unit students should be able to comprehend a spoken text.

ENGLISH/EAL UNIT 4

Areas of Study

1. Reading and comparing texts

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

2. Presenting argument

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

Unit 4 Outcomes

1. On completion of this unit students can produce a detailed comparisons which analyse how two selected texts present ideas, issues and themes.
2. On completion of this unit students can construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Units 3 & 4

School-assessed Coursework	50%
End of Year Examination	50%

Food Studies

UNIT 1

Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of Study

1. Food around the world.
2. Food in Australia.

UNIT 2

Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of Study

1. Food industries.
2. Food in the home.

ASSESSMENT Units 1 and 2

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

Assessment tasks include designing and developing practical food solutions in response different scenarios, small exercises, tests assignments reports and an examination.

UNIT 3

Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies, investigate the physiology of eating and appreciating food, and the microbiology of digestion. They then focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Areas of Study

1. The science of food.
2. Food choice, health and wellbeing.

UNIT 4

Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They will also focus on how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of Study

1. Environment and Ethics.
2. Navigating food information.

ASSESSMENT Units 3 and 4

Unit 3 School-Assessed Coursework	30%
Unit 4 School-Assessed Coursework	30%
End of Year Examination	40%

French

Full sequence recommended

This study is designed to enable students to:-

- use French to communicate with others
- understand and appreciate the cultural contexts in which French is used
- understand their own culture through the study of other cultures
- understand language as a system
- make connections between French and English, and/or other languages
- apply French to work, further study, training or leisure

UNITS 1 - 4

AREAS OF STUDY

The areas of study for French comprise grammar, text types, vocabulary and styles of writing, common to all four units of the study. They are linked to three broad themes from which a number of topics are drawn. They are:-

- The individual (personal identity and lifestyles, relationship and aspirations, education and careers)
- The French-speaking communities (lifestyles, historical perspectives, arts and entertainment)
- The changing world around us (social issues, world of work, scientific and technological issues)

FRENCH Unit 1

OUTCOMES

1. Establish and maintain a spoken or written exchange related to personal areas of experience (informal conversation or reply to personal letter/ email/fax).
2. Listen to, read and obtain information from written and spoken texts (listen to spoken texts and read written texts to obtain information to complete notes, charts or tables in French and English).
3. Produce a personal response to a text focusing on real or imaginary experience (oral presentation, review or article).

FRENCH Unit 2

OUTCOMES

1. Participate in a spoken or written exchange related to making arrangements and completing transactions (formal letter/email/fax or role-play or interview).
2. Listen to, read and extract and use information and ideas from spoken and written texts (listen to spoken texts and read written texts then reorganise information and ideas in a different text type).
3. Give expression to real or imaginary experience in written or spoken form (journal entry, personal account, short story).

ASSESSMENT Units 1 & 2

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit.

FRENCH Unit 3

OUTCOMES

1. Express ideas through the production of original texts (a 250 word personal or imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested).
3. Exchange information, opinions and experiences (a three to four minute role-play focusing on the resolution of an issue).

FRENCH Unit 4

OUTCOMES

Analyse and use information from written texts.

Respond critically to spoken and written texts which reflect the language and culture of French-speaking communities.

Detailed Study

A detailed study of language and culture through texts must be completed over the course of Units 3 & 4. The study will be based on a sub-topic related to one or more of the prescribed topics. Student will be expected to discuss their detailed studies in Section 2 of the Oral Examination.

ASSESSMENT – Units 3 & 4

School-assessed Coursework	50 %
End of Year Examination	50 %

Geography

UNIT 1:

Investigates hazards and disasters, which can have significant social, economic and environmental impact, threatening global populations on many different scales. This investigation will consider how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Fieldwork will be conducted for this unit, investigating the Black Saturday Bushfires in the Kinglake Region.

UNIT 2:

Investigates the social and economic phenomenon that is tourism; one of the fastest growing economic sectors in the world. This investigation will consider the characteristics of tourism, with emphasis on where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments.

Fieldwork will be conducted. This will be an investigation into Melbourne's sporting precinct and laneways.

All assessments at Units 1 and 2 are school-based.

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

UNIT 3:

Changing the land

This unit focuses on two investigations of geographical change: change to land use and change to land cover. Land use change is investigated by fieldwork and involves visiting a site to investigate the processes and impacts of land use change:

Land cover can be altered by natural processes, climate change, plant succession and urbanisation. Students investigate three major processes that are changing land cover in many regions of the world:-

- Deforestation
- Desertification, and
- Melting glaciers and ice sheets

UNIT 4:

Human population-trends and issues

In this unit students investigate the geography of human populations. They explore patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. There are two areas of investigation; population dynamics, and population issues and challenges.

Population dynamics is the study of population distribution and the phenomena such as fertility, mortality and migration which alter the characteristics of a population. Case studies highlight how different economic and political conditions and social structures can affect the characteristics of a population.

Population issues and challenges are investigated by 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.

ASSESSMENT

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End of Year Examination	50%

German

Full sequence recommended

This study is designed to enable students to:-

- use German to communicate with others
- understand and appreciate the cultural contexts in which German is used
- understand their own culture through the study of other cultures
- understand language as a system
- make connections between German and English, and/or other languages
- apply German to work, further study, training or leisure

UNITS 1 - 4

AREAS OF STUDY

Each of the four units deals with language and specific content contained in the areas of study comprising grammar, text types, vocabulary and kinds of writing. They are linked to three broad themes from which a number of topics are drawn. They are:

- The individual (personal identity and lifestyles, relationships, aspirations, education and careers)
- The German-speaking communities (cultural heritage, historical and contemporary perspectives, lifestyle in German-speaking countries and communities)
- The world around us (global and contemporary society, communication and media, the influence of science and technology)

GERMAN Unit 1

OUTCOMES

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written or spoken texts (listen to spoken texts and read written texts to obtain information to complete notes, charts or tables in German or English).
3. Produce a personal response to a text focusing on real or imaginary experience (oral presentation, review or article).

GERMAN Unit 2

OUTCOMES

1. Participate in a spoken or written exchange related to making arrangements and completing transactions (formal letter/email/fax or role-play or interview).
2. Listen to, read and extract and use information and ideas from spoken and written texts (listen to spoken texts and read written texts then reorganise information and ideas in a different text type).
3. Give expression to real or imaginary experience in written or spoken form (journal entry, personal account, short story).

ASSESSMENT Units 1 & 2

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit.

GERMAN Unit 3

OUTCOMES

1. Express ideas through the production of original texts (a 250 word personal or imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested).
3. Exchange information, opinions and experiences (a three to four minute role-play focusing on the resolution of an issue).

GERMAN Unit 4

OUTCOMES

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

Detailed Study

A Detailed Study of language and culture through texts must be completed over the course of Units 3 & 4. The study will be based on a subtopic related to one or more of the prescribed topics. Students will be expected to discuss their detailed studies in Section 2 of the Oral Examination.

ASSESSMENT – Units 3 & 4

School-assessed Coursework	50 %
End of Year Examination	50 %

Global Politics

Overview

Units 3/4 Global Politics involves a study of issues that affects international relations in the 21st century such as; terrorism, armed conflict, refugees, human rights and the rise of China as a major power. The role of international organisations such as the United Nations and the International Criminal Court are also examined, as are non-state actors such as NGOs and terrorist groups.

UNIT 3

Area of Study 1- Global Actors

The course begins with a study of the major actors in global politics and their use of power to achieve stated objectives. This includes actors such as states, the UN, International Criminal Court, NGOs and transnational corporations. Some of the issues investigated include the Greek debt crisis, UN responses to the war in Syria and the rise of the so called 'Islamic State' terrorist group as a global actor.

Area of Study 2- Power in the Asia-Pacific

China is used as a case study to examine how states in the Asia-Pacific region use various types of power to achieve their national interests. China's key national interests are identified and its uses of power to achieve these objectives are evaluated for their effectiveness. This involves studying China's relationship with other states in the region such as the United States, Australia and Japan; together with internal politics within China such as its rule over Tibet and responses to criticisms of Communist Party rule.

UNIT 4

Area of Study 1 – Ethical Issues and Debates

Two ethical issues are studied: Refugees and human rights. The refugees issue focuses on the responses of Germany to refugees from Syria. This is compared to responses by other states, NGOs and the UN.

Human rights are looked at through debates such as whether or not they are universal and applicable to all, or are a western concept that clashes with the cultural or religious values of particular states such as China and Saudi Arabia. The effectiveness of international treaties on refugees and human rights are also investigated.

Area of Study 2 – Crises and Responses

The course concludes by investigating crises such as armed conflict and terrorism. One armed conflict is studied with regard to the causes of conflict, the groups and states involved, and the effectiveness of responses by the international community. Global terrorism is examined through a case study of the 'Islamic State' terrorist group and the effectiveness of responses by states. State terrorism is also examined through a case study of the Assad regime in Syria and its use of violence against its own population.

Assessment

Unit 3 SACs	25%
Unit 4 SACs	25%
Examination	50%

Health & Human Development

UNIT 1: HEALTH AND HUMAN DEVELOPMENT

This unit focuses on the health and individual human development of Australia's youth. Students are introduced to the concept of Health and the World Health Organisation (WHO) definition of health. The many factors that influence the health and development of youth, including the Determinants of Health and the importance of nutrition are also investigated.

The Health status of youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia's youth still experience a range of health issues that affect both their immediate and longer term health and individual human development. These measures of health status, diseases and conditions and the impact on youth are examined.

Area of study 1

Understanding youth health and human development

Students will develop an understanding of the concepts of youth health and individual human development and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

Area of study 2

Youth issues

Students will develop an understanding of a range of determinants and their ability to influence youth health and individual human development. The importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth is also explored.

Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development. Students develop an understanding of how determinants of health act as risk and/or protective factors in relation to their selected health issue. Students form conclusions about personal, community and government strategies and programs designed to influence and promote youth health and individual human development.

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

This unit focuses on the health and individual human development and the various determinants of health, which include physical environment, social, biological and behavioural, that affect health and individual human development during the lifespan stages of prenatal, childhood and adulthood.

In this unit students identify and investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Area of study 1

Prenatal health and individual development

In this area of study students develop understanding of the health and individual human development of Australia's unborn children. Students study the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.

Area of study 2

Child health and individual development

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood. Students investigate how determinants, including physical environment, biological, behavioural and social, influence child health and development.

Area of study 3

Adult health and individual development

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia's adults, including the various determinants that have an impact on health and individual human development.

UNIT 3: AUSTRALIA'S HEALTH

Australians generally enjoy good health. This unit considers the ways in which the health status of Australians is measured. Despite good health status, there is still room for improvement. The National Health Priority Areas (NHPAs) initiative which provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia is investigated. Regardless of health is measured, health is not shared equally by all Australians. Students examine the differences in health status experienced by various population groups, which can be attributed to the determinants of health, including biological, behavioural, social and the physical environment.

Funding the Australian health system, including Medicare and the role both government and non-government organisations play in the implementation of a range of initiatives designed to promote health in Australia, is also a focus of this Unit 3.

Area of study 1

Understanding Australia's health

In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

The NHPAs initiative seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs.

Area of Study 2

Promoting health in Australia

This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

In this unit students take a global perspective on achieving sustainable improvements in health and human development. Students analyse the factors contributing to variations in health status between Australia and developing countries. Students examine the role of the United Nations (UN) and World Health Organization (WHO), the co-ordinating authority for international health within the UN, and evaluate the range of strategies implemented aimed at reducing global burdens of disease and promoting human development. A significant focus is on the Sustainable Development Goals (SDGs) to reduce human poverty, hunger and inequalities in health status and human development. The Department of Foreign Affairs and Trade (DFAT) which manages the Australian Government's overseas aid program to reduce poverty in developing countries and improve human development through the achievement of the SDGs is also investigated. The role Non-government organisations play in promoting sustainable human development is examined.

Area of study 1

Introducing global health and human development

This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australian and analyse reasons for the differences. The role of the United Nations' Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Area of study 2

Promoting global health and human development

This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through AusAid and contributions to non-government organisations.

Assessment Units 3 & 4

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End of Year Examination	50%

History

UNIT 1

Twentieth Century History 1918 - 1939

In Unit One students explore the nature of political, social and cultural change in the periods between world wars. This unit allows students to deepen their understanding of this pivotal period in history, whilst exploring events, ideologies and concepts from the time in more depth.

Areas of Study:

1. Ideology and Conflict

Students will come to understand that while democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of Socialism, Communism and Fascism gained popular support. On completion of this unit, students should be able to explain the impact of differing ideologies such as Communism and Fascism on nations such as Russia and Italy, along with the consequences of treaties in the lead up to World War II.

2. 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 relationship to the technological, political and economic changes of the period. Students will explore cultural expression from the period in Germany and the USA. On completion of this unit, students should be able to explain patterns of social life and cultural change in the inter-war years. They will also be able to analyse the factors which influenced changes to social life and culture.

UNIT 2

Twentieth Century History 1945 – 2000

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

Areas of Study:

1. Competing Ideologies

In this area of study, students focus on causes and consequences of the Cold War, competing ideologies that underpinned events, the effects on people, groups and nations with a particular focus on Berlin, East Germany and West Germany and the collapse of the Soviet Union. They will also look at the Vietnam War.

2. Challenge and change

In this area of study student focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and peoples. Students will focus on the conflict in Northern Ireland and the dismantling of Apartheid in South Africa

UNITS 3 and 4

Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Students undertaking this study focus on the tensions and conflicts that generated change and the desire for change. A detailed study is made of the new society to assess the extent to which the ideals of the revolution were achieved. The consequences of a revolution have a profound effect on the political and social structures that develop in the aftermath.

Areas of Study

Students are required to study two revolutions and they complete two areas of study for each revolution. The two revolutions chosen for study are the American Revolution and the Russian Revolution.

The American Revolution was primarily an ideological revolution although the breaking from Britain involved a bloody war in which many soldiers on both sides lost their lives. The political system which developed after the revolution has been a model for a number of new nations seeking independence.

The Russian Revolution was inspired by a desire to replace an autocratic and outdated system of government. Although a variety of political ideologies informed the political upheaval it was the idea of communism and the leadership of people like Lenin and Trotsky who created the new society.

For both the American and Russian Revolutions the content will cover:

- The events and other conditions that contributed to the outbreak of revolution
- The ideas that played a significant role in challenging the existing order
- The role of individuals in bringing about revolution and shaping the new society
- The contribution of popular movements
- The challenges that faced the new regime
- The diverse revolutionary experiences of social groups and their everyday lives

ASSESSMENT

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End of Year Examination	50%

Legal Studies

LEGAL STUDIES UNIT 1

Criminal law and justice

This unit examines criminal law in the areas of murder, sexual assault and property crime. Students will develop skills in applying the law to specific cases, and an understanding of criminal legal processes with regard to police investigations and the courts. Students will evaluate the criminal justice system in terms of the effectiveness of sentencing and the system's capacity to deliver justice through the use of the jury system. A key element of the course is a visit to the County and Supreme courts where students will observe criminal trials for offences such as robbery and murder.

AREAS OF STUDY

1. Law in Society

- role of the law

2. Criminal law

- types of crime and defences: murder, sexual assault, robbery, burglary, theft
- criminal investigation process
- sentencing and its effectiveness

3. The criminal courtroom

- court system
- criminal trials
- role of the jury system

LEGAL STUDIES UNIT 2

Civil law and the law in focus

The first part of Unit 2 investigates civil law as a means of resolving disputes between individuals and organisations. It looks at the processes involved in litigation and possible defences to civil claims in areas such as defamation, assault and contract law. In the second section of the course students examine specific areas of the law such as those relating to human rights. They will also have the opportunity to investigate an area of the law of their choice that focuses on the factors that lead to changes in the law.

AREAS OF STUDY

1. Civil law

- contract law and civil laws relating to defamation and assault

2. Civil law in action

- civil courts, procedures and the role of juries in dispute resolution

3. Law in focus

- human rights and the law & choice of one other area of law to study

4. A question of rights

- Investigation of a case that has influenced the rights in Australian law

LEGAL STUDIES Unit 3

Law-making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the process by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the process used to influence change and reform.

AREAS OF STUDY

- 1. Parliament & the Citizen** focuses on the principles of the Australian parliamentary system and the passage of a bill through Parliament. An investigation of how and why laws change provide students with an insight into the flexibility of the Australian law-making institutions.
- 2. Constitution & the Protection of Rights** investigates the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament.
- 3. Role of the Courts** focuses on developing an appreciation of the role played by the courts in law-making.

LEGAL STUDIES Unit 4

Dispute Resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

AREAS OF STUDY

- 1. Criminal Cases & Civil Disputes** focuses on the varying jurisdictions and functions of courts in the State and Federal court hierarchy.
- 2. Court Processes & Procedures** focuses on the elements of an effective legal system. An investigation into criminal and civil pre-trial procedures further develops the students' understanding of dispute resolution. Students also evaluate the operation of the jury and explore reforms and alternatives to the jury system.

ASSESSMENT Units 3 & 4

Unit 3 school-assessed Coursework	25%
Unit 4 school-assessed Coursework	25%
Units 3 & 4 Examination	50%

Literature

UNIT 1 - Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

Area of Study 1

Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

Area of Study 2

Ideas and concerns in texts

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

UNIT 2 - Context & Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Area of Study 1

The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture.

Area of Study 2

Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context.

Unit 3 - Form and Transformation

In this unit students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Area of Study 1

Adaptations and transformations

Students focus on how the form of text contributes to the meaning of the text. They develop an understanding of the typical features of a particular 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.

Area of Study 2

Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. They reflect critically upon their own responses as they relate to the text and discuss the purpose and context of their creations.

UNIT 4 - Interpreting texts

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Area of Study 1

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.

Area of Study 2

Close Analysis

Students focus on detailed scrutiny of the language, style, concerns and construction of texts. They attend closely to textual details to examine the ways specific features in a text contribute to their overall interpretations.

ASSESSMENT Units 3 & 4

School-assessed Coursework	50%
End of year Examination	50%

Mathematics

For all the Mathematics units students are required to:-

- learn and practise mathematical algorithms, routines and techniques and use them to find solutions to standard problems.
- apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations.
- undertake application, modelling or problem-solving tasks which involve the use of mathematics.
- select and use appropriate technology to develop mathematical ideas and analysis.

STANDARD COURSE PATHWAYS

YEAR 11

OPTION 1

MATHEMATICAL METHODS Units 1 & 2

OPTION 2

MATHEMATICAL METHODS Units 1 & 2

SPECIALIST MATHEMATICS Units 1 & 2

OPTION 3

MATHEMATICAL METHODS Units 1 & 2

OPTION 4

GENERAL MATHEMATICS Units 1 & 2

OPTION 5

MATHEMATICAL METHODS Units 3 & 4*

SPECIALIST MATHEMATICS Units 1 & 2

YEAR 12

MATHEMATICAL METHODS Units 3 & 4

MATHEMATICAL METHODS Units 3 & 4

OR

METHODS Units 3 & 4 AND

SPECIALIST MATHEMATICS Units 3 & 4

MATHEMATICAL METHODS Units 3 & 4

AND / OR

FURTHER MATHEMATICS Units 3 & 4

FURTHER MATHEMATICS Units 3 & 4

SPECIALIST MATHEMATICS Units 3 & 4

Other pathways maybe possible. Students should seek individual advice from their Mathematics teacher.

* Under guidance from Mathematics teacher

ENTRY

There are no prerequisites for entry to Units 1 & 2 Mathematics courses. However, students attempting Mathematical Methods and Specialist Mathematics, in particular, are expected to have a sound background in algebra, functions and probability.

GENERAL MATHEMATICS

Units 1 & 2

This course will prepare students for Further Mathematics Units 3 & 4. It is intended to provide general preparation for employment and further study.

The course caters for students who require a balance of abstract and practical approaches to Mathematics.

AREAS OF STUDY

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

SPECIALIST MATHEMATICS

Units 1 & 2

This course can only be undertaken by students who are studying Mathematical Methods or have completed Units 1 & 2. It is designed for students with a strong mathematical background and will give a good grounding for Specialist Mathematics Units 3 & 4 in Year 12.

AREAS OF STUDY

Prescribed areas:-

- Arithmetic and number
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations

Other areas may come from:-

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Graphs of linear and non-linear relations
- Statistics

MATHEMATICAL METHODS Units 1 & 2

These units are designed as preparation for Mathematical Methods Units 3 & 4.

AREAS OF STUDY

- Functions & Graphs
- Algebra
- Calculus
- Probability and statistics

ASSESSMENT Units 1 & 2 (all studies)

The assessment of levels of achievement is based on tests, application tasks and examinations.

Skills

Routine skills and standard applications. Assessment is based on topic tests and assignments.

Application Tasks

Extended Response questions.

Assessment is based on topic tests, modelling tasks, problem-solving tasks and investigations.

End of Semester Examination

The examination comprises a calculator-free component and a calculator-reliant component for Specialist Mathematics and Mathematical Methods. General Mathematics has a calculator reliant examination only.

FURTHER MATHEMATICS Units 3 & 4

AREAS OF STUDY

Compulsory Core:

- Data Analysis
- Recursion and financial modelling Applications (two modules from these four to be completed).
- Matrices
- Network and decision mathematics
- Geometry and measurement
- Graphs and relations

ASSESSMENT Units 3 & 4

Unit 3 School-assessed Coursework	20%	
Unit 4 School-assessed Course work		14%
Unit 3 & 4 Examination 1 (Multiple choice)	33%	
Unit 3 & 4 Examination 2 (Extended Application problems)	33%	

MATHEMATICS METHODS Units 3 & 4

AREAS OF STUDY

- Functions and Graphs.
- Algebra.
- Calculus.
- Probability and Statistics.

ASSESSMENT Units 3 & 4

Unit 3 School-assessed Coursework	17%	
Unit 4 School-assessed Coursework	17%	
Unit 3 & 4 Examination 1 (Short answer & extended answer questions)	22%	
Unit 3 & 4 Examination 2 (Multiple Choice & extended answer questions)	44%	

SPECIALIST MATHEMATICS Units 3 & 4

Enrolment in Specialist Mathematics Units 3 & 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 & 4 and familiarity with Mathematical Methods Unit 1 & 2 and Specialist Mathematics Units 1 & 2.

AREAS OF STUDY

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

ASSESSMENT Units 3 & 4

Unit 3 School-assessed Coursework	17%
Unit 4 School-assessed Coursework	17%
Unit 3 & 4 Examination 1 (Short answer & extended answer questions)	22%
Unit 3 & 4 Examination 2 (Multiple Choice & extended answer questions)	44%

Media

UNIT 1

Representation and technologies of representation

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

AREA OF STUDY

1. Representation.
2. Technologies of representation.
3. New media.

UNIT 2

Media production and the media industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

AREA OF STUDY

1. Media production.
2. Media industry production.
3. Australian media organisations.

The VCE Media Studies Unit 3 & 4 course is designed to extend and consolidate the creative and critical skills students developed in Units 1 & 2

- The theoretical components of the course focus on studying film narrative, social values in media texts and analysing how much influence the media has on society.

- Enhance your production skills through the design, planning and realisation of a major product (such as a short film, animation Photographic presentation or print production etc.).

There are not prerequisites for this subject, but you are encouraged to undertake Units 1 & 2 Media Studies in order to develop an understanding of the subject. Interesting in the working of the media and a willingness to engage in the process of deconstruction and construction of media are recommended, as well as the ability to self manage long term projects. You should also process a willingness to use computer technology to create your media products.

TOPICS

UNIT 3

In Unit 3 the curriculum focuses on the narrative organisation of fictional films. You will develop an understanding of how production and story elements structure narratives to engage an audience, through close analysis of two films. You will also develop practical pre productions skills, in the form of a production design plan. These planning skills will be realised and developed in Unit 4.

UNIT 4

In Unit 4 you will further develop your practical skills by producing the design plan created in Unit 3. You will also analyse the ways in which media texts, such as film and TV programs, are shaped by the social values of the society in which the text was produced. The role and influence of the media on particular audiences is also critically analysed in this unit.

LEARNING ACTIVITIES

- Analysis and discussion of film theories, film directors and the effects of story and production elements on audiences
- Use of media technologies (such as digital cameras, video editing, software, photography and audio)
- Exposure to a wide variety of media (such as films, television, photography, music, animation, magazines etc)
- Excursions to view exhibitions
- Screenings and presentations

Music Performance

Music Performance Units 1 to 4 aims to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with Music and Music making.

Students will need to select an instrument or voice and undertake weekly private tuition.

Unit 1: Music Performance

Area of Study 1 - Performance:

Students prepare performances by selecting, researching, and learning solo and group works.

Area of Study 2 - Preparing for Performance:

Students focus on developing their capabilities to present musically engaging and technically competent group and solo performances.

Area of Study 3 - Music Language:

Students develop their understanding of music language used for interpretation and critical listening. Concepts are studied in isolation, from a theoretical perspective and in the contexts of performing and interpretation.

ASSESSMENT:

- Performance recital and master class participation.
- A presentation (including performance aspect) and explanation of works undertaken to address challenges in performance
- Aural and theory tasks including an end of semester written exam

Unit 2: Music Performance

Area of Study 1 - Performance:

Students prepare performances by selecting, researching, and learning solo and group works.

Area of Study 2 - Preparing for Performance:

Students continue their development of their capabilities to present musically engaging and technically competent group and solo performances. They will be asked to demonstrate and discuss techniques relevant to performance of selected works.

Area of Study 3 - Music Language:

Students continue to build their understanding of music language used for interpretation and critical listening. Students study concepts in isolation, from a theoretical perspective and in the contexts of performing and interpretation.

Area of Study 4 - Organisation of Sound:

Students create an original work as a composition or improvisation informed by analysis of a work being prepared for performance.

ASSESSMENT:

- Performance recital and master class participation
- A presentation and explanation of works undertaken to address challenges in performance
- Aural and theory tasks including an end of semester written exam
- A composition

Units 3 and 4: Music Performance

Unit 3 focuses on building and refining performance and musicianship skills. Student focus on either group or solo performance and begin preparation of a performance program that will present in the end of year examination.

In Unit 4 students focus on either group or solo performance and continue preparation of a performance program they will present in the end of year examination. This unit focuses on further development and refinement performance and musicianship skills.

Area of Study 1 - Performance:

Students prepared performances by selecting, researching, interpreting and learning solo and group works. All works studied must be selected from the relevant prescribed list.

Area of Study 2 - Preparing for Performance:

Students focus on continual development of their capabilities to present musically engaging and technically competent group and solo performances.

Area of Study 3 - Music Language:

Students continue to systematically developing understanding of music language used for performance, interpretation and critical listening. They develop and refine their ability to identify, recognise, notate and transcribe, and discuss the interpretation of expressive elements of music in pre-recorded works. There is a focus on works created by Australian composers and songwriters after 1980 and works by composers working in other times and locations.

ASSESSMENT:

School-assessed Coursework Unit 3	20%
School-assessed Coursework Unit 4	10%
End of Year Performance Exam	50%
End of Year Aural and Written Examination	20%

Outdoor Education

YEAR 11

Summit to Sea Expedition is an optional 19 day expedition from the highest mountain in Australia to the coast of Victoria. These courageous and adventurous girls will travel self-sufficiently, hiking through Mt Kosciuszko National Park before descending to the iconic Snowy River. The teams will then raft the whitewater rapids of the Snowy River all the way to the sea. This expedition is a major venture and offers the girls the opportunity to work together to develop, participate and achieve a real and significant goal; to travel from the Summit of Australia to the Sea. Witnessing the elation and pride of the girls once reaching the sea is a very rewarding and empowering experience. This program is a culmination of the skills and experiences the girls have learnt over the years. All girls are encouraged to participate in this program.

This program will satisfy the Adventurous Journey component of the Duke of Edinburgh Award.

2019 Dates

Packing Day: 27 November

Expedition: 28 November – 16 December

Physical Education

PHYSICAL EDUCATION Unit 1

The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study

1. How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

2. How does the cardiorespiratory system function at rest and during physical activity?

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

PHYSICAL EDUCATION Unit 2

Physical Activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Areas of Study

1. What are the relationships between physical activity, sport, health and society?

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

Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

2. What are the contemporary issues associated with physical activity and sport?

In this area of study, students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable

for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

Students select and explore one issue from a social-ecological perspective to evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Assessment

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

PHYSICAL EDUCATION Unit 3

Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

1. How are movement skills improved?

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

2. How does the body produce energy?

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

PHYSICAL EDUCATION Unit 4

Training to improve performance

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

Areas of Study

1. What are the foundations of an effective training program?

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

2. How is training implemented effectively to improve fitness?

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

Physics

Full sequence recommended

UNIT 1

What ideas explain the physical world?

Area of Study 1

How can thermal effects be explained?

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 with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

Area of Study 2

How do electric circuits work?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Area of Study 3

What is matter and how is it formed?

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?

Area of Study 1

How can motion be described and explained?

Students analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Area of Study 2

Options

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

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things 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?

Area of Study 3

Practical investigation

Students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. 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 Units 1 & 2

The award of Satisfactory Completion is based on demonstrated achievement of the set outcome specified for the unit. Assessment is based on practical work, tests and a poster presentation as well as two examinations.

UNITS 3 & 4

UNIT 3

How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world.

Area of Study 1

How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.

Area of Study 2

How are fields used to move electrical energy?

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3

How fast can things go?

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

UNIT 4

How can two contradictory models explain both light and matter?

Students examine the concept of wave-particle duality for light and sub-atomic particles.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Area of Study 1

How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

Area of Study 2

How are light and matter similar?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world - light and matter.

Light, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

Area of Study 3

Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question. Students then undertake an experiment that involves the collection of primary 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 that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format.

ASSESSMENT

Unit 3 School-assessed Coursework	21%
Unit 4 School-assessed Coursework	19%
End of Year Examination	60%

Psychology

Psychology is the study of the nature and development of the mind and behaviour in both humans and animals, including biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

UNIT 1

Unit 1: How are behaviour and mental processes shaped?

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

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. How does the brain function?
2. What influences psychological development?

UNIT 2:

How do external factors influence behaviour and mental processes?

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

to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?

ASSESSMENT UNITS 1&2

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the Unit. Assessed coursework may include:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- analysis of data/results including generalisations/ conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a scientific poster

UNIT 3

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

AREAS OF STUDY

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

UNIT 4

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

AREAS OF STUDY

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?

*A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

ASSESSMENT

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework *(includes practical investigation)	24%
End of Year Examination	60%

Studio Arts

STUDIO ARTS Unit 1

This subject is not offered. It is recommended, however, that ART, Unit 1, be studied.

STUDIO ARTS Unit 2

Design Exploration and Concepts

The focus of this unit is to establish an effective design methodology and develop skills in the visual analysis of art works.

AREAS OF STUDY

1. Design Exploration

- The nature and structure of the design process
- The use of sources of inspiration
- Exploration and development of a range of directions
- Materials and techniques

2. Design Aesthetics

This area of study focuses on an analysis of the ways in which various visual forms are used to communicate ideas and develop style.

- Aesthetic qualities of artists work from different times and locations
- Design elements and principles
- Use of signs and symbols and images in art
- Development of style
- Ethical considerations in the production of artworks

ASSESSMENT Unit 2

The award of a Satisfactory Completion is based on demonstrated achievement of the set of outcomes specific for the unit. Assessment is based on a folio of drawings and design work, studio work and research assignments.

STUDIO ARTS Unit 3

The focus on this unit is the implementation of the design process leading to the production of a range of solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas.

AREAS OF STUDY

1. Design Process

- Development of an exploration proposal
- Definition and documentation of an area of exploration
- Exploration of ideas developed in exploration proposal
- Sources of inspiration
- Conceptual and aesthetic development of subject matter

2. Professional Practices

This area of study focuses on traditional and contemporary practices of artists in particular art forms together with ways in which artists develop distinctive styles and approached to subject matter.

STUDIO ARTS Unit 4

The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists' involvement in the art industry.

AREAS OF STUDY

1. Studio Production

- Redefining and applying materials and techniques and utilising their particular characteristics
- The exploration and refinement of visual form
- Communication and resolution of ideas presented in exploration proposal
- Production of folio artworks
- Evaluation of folio of finished artwork

2. Art industry contexts

- The roles of public galleries and commercial galleries and curators
- Methods of displaying art works and conservation.
- Exhibition design

Assessment Units 3 & 4

Unit 3 School-assessed task	30%
Unit 4 School-assessed task	30%
Unit 3 and 4 Examination	30%
Unit 3 SAC	5%
Unit 4 SAC	5%

Theatre Studies

SCOPE OF STUDY

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Professional theatre visits – students begin to develop skills of performance analysis and apply these to the analysis of plays in performance.

Theatre styles from the pre-modern era of theatre include: Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include: Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre

There are no prerequisites for entry into Unit 3/4 Theatre Studies. The completion of Units 1 & 2 Theatre Studies is advisable.

In this Unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation.

Students select & specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script.

They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts unstudied previously.

Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Outcome 1: Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles. (60 marks)

Outcome 2: Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production. (15 marks)

Outcome 3: Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience. (25 marks)

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

Unit 4: Presenting an interpretation

In this Unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website.

Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Outcome 1: Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene. (30 marks)

Outcome 3: Analyse and evaluate acting, direction and design in a production. (20 marks)

Contribution to final assessment School-assessed Coursework for Unit 4 will contribute 15% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an End of Year written examination.

Contribution to final assessment

The monologue examination will contribute 25% to the study score. (Outcome 2)

The written examination will contribute 30% to the study score.

VET Health Services

This course is designed to educate and engage students in the Health Services Industries and provide a pathway for employment and further study.

Units 1 & 2 are components of the Certificate 111 in Health Services course. If students complete Units 1-4 of the course (Units 3 & 4 will be offered to Year 11 students in 2019), they will receive the full Certificate.

Units 3 & 4 are recognised VCE/VET units and will be treated like all VCE Units 3 & 4 subjects.

This course gives a wonderful introduction to careers such as:

- Nursing
- Ward attendants
- Theatre Technicians
- Direct Care Assistants
- Dental nursing and
- Veterinary Nursing

It also provides pathways for courses such as:

- Medicine
- Physiotherapy
- Dietetics
- Pathology
- Pharmacy
- And the Health Sciences

This course differs from Health and Human Development as it designed to offer students hands on approach to learning that relates directly to fields in the areas of Para-medicine and the electives allow for flexibility in the course.

Unit 1 & 2:

Modules studied include:

- Communicate and Work in Health or Community Services
- Provide First Aid
- Apply Principles of Confidentiality, Privacy and Security Within the Medical Environment
- Comply with Infection Control
- Participate in Workplace Health and Safety
- Organise Personal Work Priorities and Development
- Assist with Movement
- Respond Effectively to Areas of Concern
- Engage with Health Professionals and The Health System
- Show Social and Cultural Sensitivity

Units 3 & 4:

Modules studied include:

- Recognise Healthy Body Systems
- Interpret and Apply Medical Terminology Appropriately

- Facilitate Responsible Behaviour
- Work with Diverse People

Scored assessment is available for Certificate III in Allied Health Assistance.

Students wishing to receive an ATAR contribution for VCE VET Health must undertake scored assessment.

This consists of three coursework tasks, worth 66% of the overall study score and an end-of-year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of HLT33015 Certificate III in Allied Health Assistance.

Visual Communication Design

Unit 1:

Introduction to visual communication design

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

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

AREAS OF STUDY

- Drawing as a means of communication.
- Design elements and design principles.
- Visual communication design in context.

Unit 2

Applications of visual communication design

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design

thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

AREAS OF STUDY

- Technical drawing in context
- Type and imagery
- Applying the design process

Assessment Units 1 and 2

Assessment is based on coursework which will include assignments, folio pieces and research tasks.

Unit 3

Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

AREAS OF STUDY

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4

Design development and presentation

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

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

AREAS OF STUDY

- Development of design concepts
- Final presentations

Assessment:

School-assessed Coursework - Unit 3	20%
School-assessed Coursework - Unit 4	5%

School-assessed Task - based on work completed for Unit 3.

Area of Study 1+2, 3+4	40%
------------------------	-----

End of Year Examination – key knowledge and key skills from Units 3 and 4	35%
---	-----