



Mansfield Secondary College

VCE Curriculum Handbook

2022



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GENERAL INFORMATION

INTRODUCTION

This booklet contains detailed information about the VCE courses to be conducted at Mansfield Secondary College in 2021, subject to certain considerations including student demand.

The Victorian Certificate of Education (**VCE**) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years.

VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 are benchmarked to a Year 12 standard. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 sequences in the first year.

VCAL Units

The VCE can include Victorian Certificate of Applied Learning (VCAL) units. Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Units 1 and 2 level. Senior VCAL units may contribute to the satisfactory completion of the VCE and Units 3 and 4 level. Foundation VCAL units do not contribute to the VCE. Combinations of VCAL units may contribute as a VCE Units 3 and 4 sequence but no study score is available.

Entry to VCE Studies

Students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experiences, or be willing to undertake some preparation. Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

The minimum requirement is satisfactory completion of 16 units that must include:

- Three units from the English group, with at least one sequence at Units 3 and 4 level.
- At least three sequences of Units 3 and 4 studies other than English.

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

ASSESSMENT

UNIT REQUIREMENTS: Satisfactorily Meeting Outcomes

For the satisfactory completion of a unit, the student must demonstrate achievement of learning outcomes. Students will be required to complete work regularly during the semester, both in and out of class, that will enable them to achieve outcomes on school based assessment.

Teachers of each unit will provide students with a description of the outcomes relevant to their particular study. Whether a student has achieved an outcome or not is based on the teacher's judgement of the student's performance by either school assessed coursework or school assessed tasks as outlined for each unit.

ATTENDANCE REQUIREMENTS – 95%

ACHIEVING OUTCOMES - WHAT THE STUDENT MUST DO

To achieve an outcome a student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his or her own
- Observe all VCAA and School Rules.

Satisfactory Result - S

- The student receives S for a unit, when the subject teacher certifies that all outcomes are achieved satisfactorily

Not Satisfactory Result - N

The student receives N for a unit when one or more of the outcomes are not achieved because:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules.

Not Yet Complete Result – NYC

The student receives NYC for a unit when one or more of the assessments for an outcome are not complete.

- Assessments have not been completed due to unforeseen circumstances

STUDENT PROGRESS AND TRACKING

The 'progressive reporting' system that is used at Mansfield Secondary College allows parents to know how their child is progressing with their studies and participate in discussions with their child and teachers about their learning. 'Progressive reporting' is a report that builds throughout the year and provides students and parents with ongoing assessment of student learning, easily accessed online. Parents are able to access results and feedback throughout the semester rather than waiting for an 'End of Semester Report' for indications on how their child is progressing.

Note: The College is moving to the Compass portal (from XUNO) and reports will be accessible from this platform.

Progressive Reporting

Progressive Reporting will allow the parent and the student to see:

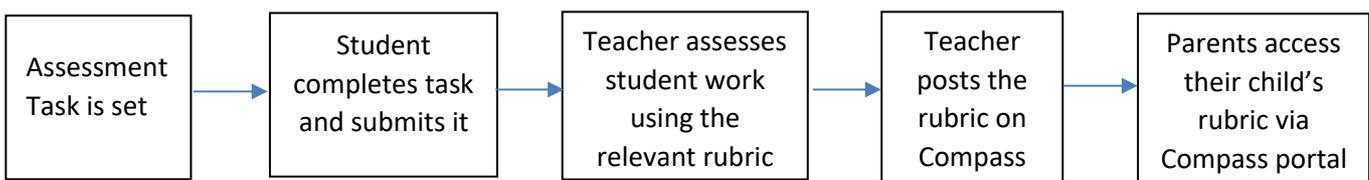
- ✓ What they have achieved
- ✓ What they need to improve and
- ✓ Suggested paths for improvement

Assessment Rubrics posted throughout the semester (Years 7-10)

Each semester parents will receive a minimum of two assessment rubrics per subject. An assessment rubric is how teachers assess a student's learning against the Victorian Curriculum. The rubric outlines a continuum of development. Students are assessed against the selected criteria and placed on the continuum. A comment accompanies the rubric that outlines what the student did well, areas for improvement, and how to achieve that improvement.

Rubrics will be posted on the Compass parent portal when they become available rather than at set times throughout the semester.

The Assessment and Feedback Process



Progress Report twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Summary Report at the end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.

WIDER EDUCATION PROGRAM OPTIONS

Vocational Education and Training (VET) Subjects.

The VCE can include components of nationally recognised **VET** (Vocational Education and Training) qualifications from within the AQF (Australian Qualifications Framework).

Training from a nationally recognised VET or Further Education (FE) qualification can contribute towards the VCE through the following recognition arrangements:

- Through enrolment in a VCAA approved **VCE VET program**, or a **School-based Apprenticeship or Traineeship**.
- Through enrolment in any other nationally recognised qualification at AQF level II or above. This arrangement is called Block Credit Recognition.

Currently, the VET subjects with scored assessment offered at Mansfield Secondary College include: VET Business and VET Hospitality. Some scored VET subjects are also available through Distance Education. Any student successfully completing an Australian School Based Apprenticeship will gain credit within their VCE. In most cases this will provide an increment to the student's aggregate score and will have a positive effect on their ATAR score. Students should discuss the implications of undertaking an ASBA with the VCE or VET coordinator.

Distance Education

Students in Year 11 and 12 at MSC are able to access VCE studies through the Distance Education Centre of Victoria. (DECV)

Students are able to apply for VCE studies for the following reasons:

- The study is not offered at MSC
- The student has a timetable clash

Distance Education access is available to students in Year 11 and 12 who meet the criteria listed below.

Criteria

To be offered Distance Education access a student will have:

- Performed consistently well in English. (All DE subjects require extensive reading and comprehension).
- Demonstrated a strong work ethic as identified by completion of all, or at least the significant majority of work tasks. (DE teachers require all work sets to be completed to assess successful meeting of unit outcomes).
- Demonstrated strong organisational skills, resilience and persistence. (DE students have to organise their own completion and submission of work on a regular basis).

SUBJECT INFORMATION

BIOLOGY – Units 1 & 2

BI011 & BI022

Rationale

Biology seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Pathways

VCE Biology leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do living things stay alive?

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. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

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. They examine the process of DNA replication and the role of stem cells in the differentiation, growth, repair and replacement of cells in humans. Students 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 genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students doing Unit 3 and 4 Biology also do Unit 3 and 4 Chemistry.

BIOLOGY – Units 3 & 4

BI033 & BI034

Rationale

Biology seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Pathways

VCE Biology leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 3: How do cells maintain life?

Cell biology one of the most rapidly evolving disciplines in contemporary biology and is super fascinating! Students investigate the workings of the cell, how substances are transported across the cell membrane and how this and the substances produced by the cell are controlled. Students study the structure and function of genetic material and the process in which proteins are synthesised. Cells communicate with each other using a variety of signalling molecules. This course considers the types of signals with a particular focus on the human immune system.

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. Students examine change in life forms using evidence from palaeontology, biogeography, and developmental biology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Entry

Students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students doing Unit 3 and 4 Biology also do Unit 3 and 4 Chemistry.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Unit 3 and 4 examination: 60 percent

CHEMISTRY – Units 1 & 2

CH011 & CH022

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemical processes. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking and communication skills.

Pathways

VCE Chemistry provides pathways to a number of careers in chemistry but in addition is applied in many fields including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

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

The relationship between the position of elements in the periodic table and their properties is explored. This continues with the investigation of the structures and properties of metals and ionic compounds and the calculation of mole quantities. The properties of carbon lattices and molecular substances, the use of systematic naming of organic compounds and the design of polymers for a specific purpose is also explored. Students have the opportunity to investigate a selected research question related to materials.

Unit 2: What makes water such a unique chemical?

This unit consists of the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

The relationship between the special properties of water and its structure and bonding is explored along with the use of analytical techniques to analyse water samples and the practical quantitative investigation of an aspect of water quality.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

CHEMISTRY – Units 3 & 4

CH033 & CH034

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemical processes. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking and communication skills.

Pathways

VCE Chemistry provides pathways to a number of careers in chemistry but in addition is applied in many fields including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

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

This unit is an exciting introduction to industrial chemistry. The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

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

In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Entry

Students who enter the study at Unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Unit 3 and 4 examination: 60 percent

ENGLISH – Units 1 & 2

EN011 & EN012

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

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.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

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

- produce analytical and creative responses to texts (Outcome 1)
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences (Outcome 2)

Unit 2

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

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

- compare the presentation of ideas, issues and themes in two texts (Outcome 1)
- 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 (Outcome 2).

ENGLISH – Units 3 & 4

EN013 & EN014

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

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.

Unit 3

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

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

- produce an analytical interpretation of a selected text, and a creative response to a different selected text (Outcome 1)
- 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 (Outcome 2)

Unit 4

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

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

- produce a detailed comparison which analyses how two selected texts present ideas, issues and themes (Outcome 1)
- construct a sustained and reasoned point of view on an issue currently debated in the media (Outcome 2)

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

FOOD STUDIES – UNITS 1 & 2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Practical work is integral to Food Studies.

VCE Food Studies examines the background to Australia's varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

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 global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. 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.

Unit 2 - Food Makers: In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. 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 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. Students design new food products and adapt recipes to suit particular needs and circumstances.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

FOOD STUDIES – UNIT 3 & 4

Unit 3 – Food in daily life: This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 – Food issues; challenges and futures: In this unit students examine debates about global and Australian food systems. Students focus on issues related to 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 investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 School assessed course work: 30 percent

Unit 4 School assessed course work: 30 percent

Unit 3 and 4 examination: 40 percent

HEALTH & HUMAN DEVELOPMENT – Units 1 & 2

HH011 & HH022

Description

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. Development is a continuum that begins with individual human development and progresses towards human development at a societal level. The study investigates the factors that account for differences in health and development and ways it can be improved and equality met.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

HEALTH & HUMAN DEVELOPMENT – Units 3 & 4

HH033 & HH034

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework:	25 percent
Unit 4 school-assessed coursework:	25 percent
Unit 3 and 4 examination:	50 percent

HISTORY (20th Century) – Units 1 & 2

HI011 & HI022

Unit 1: Twentieth Century History: 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. Students consider the impact that the treaties at the conclusion of World War One had on nations and people. They examine the dominant ideologies of the period, and consider the impact of post-war treaties on the development of ideologies and the economic crisis which lead to World War Two. In addition, students examine the social and cultural change which took place between the 1920s and 1930s. They consider how political and social ideologies affect the daily lives of people, and examine how the cultural life reflected and challenged the prevailing political, economic and social circumstances.

Unit 2: Twentieth Century History: 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students examine the impact of competing ideologies on people's lives. They investigate the causes of the Cold War, and the key characteristics of the ideologies of communism in the USSR, and democracy and capitalism in the USA. Students consider the impact of the Cold War on people and nations. In the second area of study in Unit 2, students investigate the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century. They consider how the actions and ideas of popular movement and individuals contribute to change.

Pathways

VCE Unit 1 & 2 History enables students to make sense of the world events and politics of the 19th and 20th centuries. It leads to the study of history in later years of school and at university. Historical knowledge and skills can be utilised in a range of careers such as education, law, politics, economics and business at a national and international level.

Entry

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

Assessment tasks

Source analysis (documents, photographs, paintings, cartoons, advertisements)

Research essays

Oral presentations

Extended responses

HISTORY (REVOLUTIONS) – Units 3 & 4

HI133 & HI134

Summary

In the study of Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change, and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these two units of history students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Unit 3: French Revolution (1774-1795)

The period of time covered by this unit of study is from the accession of Louis XVI to the throne in 1774 until the dissolution of the Convention in 1795. For the first area of study, students consider the significant causes of the revolution such as the nation's involvement in the American War of Independence, and the political friction between the monarchy and the nobles, clergy and bourgeoisie. They consider the extent to which social tensions and ideological conflicts contributed to the outbreak of revolution through the study of events such as the Réveillon Riots, the storming of the Bastille and the October Days. In the second area of study, students consider how the consequences of revolution shaped the new order. They examine how the new regime consolidated its power, dealt with challenges such as the power of the Catholic Church, the hostility of foreign powers and the outbreak of counter revolution beyond Paris. In particular, the course examines the causes and consequences of The Terror. The contributions of significant individuals such as Louis XVI, Marquis de Lafayette, Maximilien Robespierre, Georges Danton and Jean-Paul Marat are examined.

Unit 4: Chinese Revolution (1911-1975) – alternative option

The period of time covered by this unit of study is from the initial declaration of the Chinese Republic in 1912 until the death of communist leader Lin Biao in 1971. For the first area of study, 'causes of revolution' students study the events and socio-political conditions that contributed to the outbreak of revolution including Warlordism, the Long March, the Sino-Japanese war and the Civil War. In the second area of study, students consider how the consequences of revolution shaped the new order. They examine how the new regime consolidated its power through mass campaigns such as the Hundred Flowers Campaign, The Great Leap Forward and the Great Proletarian Cultural Revolution. The course also examines the contribution of significant individuals such as Sun Yixian, Jiang Jieshi, Mao Zedong, Zhou Enlai and Lin Biao.

Unit 4: Russian Revolution (1896-1927) – alternative option

The period of time covered by this unit of study is from the coronation of Tsar Nicholas II in 1896 until New Economic Policy is abandoned by Joseph Stalin in 1927. In the first area of study, students study the events and other conditions which contributed to the outbreak of revolution including the tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the economic and social impact of World War One and the events of 1917. In the second area of study, the focus shifts to the challenges faced by the new regime under the leadership of Vladimir Lenin as it attempts to consolidate power. These include the creation of the Sovnarkom, the creation of the CHEKA, land redistribution, the Civil War, War Communism, the Red Terror and the Kronstadt Revolt. The course also examines the contribution of significant individuals including Tsar Nicholas II, Vladimir Lenin, Trotsky and Felix Dzerzhinsky.

Pathways

VCE Unit 3 & 4 History enables students to developing an understanding of how revolutions around the world have contributed to the development of global politics, economics and society from the 18th century onwards. It can lead to the study of history at university. However, it can also allow students access to further personal study of history. Historical knowledge and skills can be utilised in a range of careers such as education, law, politics, economics and business at a national and international level.

Entry

There are no prerequisites for entry to Unit 3. However, students need to complete Unit 3 as a prerequisite for Unit 4.

Assessment tasks

Source analysis (documents, photographs, paintings, cartoons, advertisements)

Research essays

Oral presentations

Extended responses

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for these units.

Levels of Achievement

Units 3 and 4

School assessed coursework, end of year examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 end of year examination: 50 percent

LEGAL STUDIES – Units 1 & 2

LS011 & LS022

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

LEGAL STUDIES – Units 3 & 4

LS033 & LS034

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Assessment

Percentage contributions to the study score in VCE Legal Studies are as follows:

Unit 3 School-assessed Coursework:	25 per cent
Unit 4 School-assessed Coursework:	25 per cent
End of year examination:	50 per cent

LITERATURE – Units 1 & 2

LI011 & LI012

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving nature of texts and the changing contexts in which they are produced. They develop an understanding and appreciation of literature, and an ability to reflect critically. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Approaches to literature

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

Unit 2: Context and connections

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Assessment

Examples of suitable tasks for assessment in these units are:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

LITERATURE – Units 3 & 4

LI013 & LI014

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways text represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their recreated or adapted work. In their responses, students develop an interpretation of a text and learn to synthesize the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Entry

There are no prerequisites for Unit 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3: School Assessed Coursework 25 percent

Unit 4: School Assessed Coursework 25 percent

End of Year Examination 50 percent

MATHEMATICS

The Mathematics units offered for VCE students are:

Units 1 & 2	Foundation Maths	Units 3 & 4	Further Maths
	General Maths		Mathematical Methods (CAS)
	Mathematical Methods (CAS)		Specialist Maths

There are no prerequisites for entry to Foundation Maths Units 1 and 2. However, students attempting General Maths Units 1 and 2 or Mathematical Methods (CAS) Units 1 and 2 are expected to have a sound background in number, algebra and measurement. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Maths assumes a current enrolment in, or previous completion of, Mathematical Methods (CAS) Units 3 and 4.

FOUNDATION MATHEMATICS – Units 1 & 2

MA101 & MA102

Foundation Maths provides for the continuing mathematical development of students entering VCE or VCAL, who need mathematical skills to support their other studies, including VET subjects. In Foundation Maths there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

In general, these students would not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. However, students who do well in these units and undertake some extra study of selected topics could then do Further Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

Some examples of assessment tasks are:

- Investigations and projects; for example, a report on the mathematics involved in costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- tests of mathematical skills

GENERAL MATHEMATICS – Units 1 & 2

MA071 & MA072

General Mathematics provides for different combinations of student interests and is designed for students who want to do Further Mathematics Units 3 and 4 in Year 12 or those who do not wish to do Mathematics in Year 12.

Students should study General Maths if they are planning to study Further Maths Units 3 and 4. It is recommended that students who are undertaking Mathematical Methods (CAS) Units 1 and 2 also study General Maths.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Students studying General Mathematics need to own a TI-Nspire CAS calculator.

All assessments at Units 1 and 2 are school-based. Some examples of assessment tasks are:

- Investigations and projects
- Summaries or review notes
- Class exercises and assignments
- Tests of mathematical skills
- End-of-unit exam

FURTHER MATHEMATICS – Units 3 & 4

MA073 & MA074

Rationale

Further Mathematics involves the application of mathematics with the aid of technology. Further Mathematics is the Mathematics designed for students with aspirations to non-scientific areas requiring Mathematics or to non-physical science careers. It is also an ideal study for strong Year 11 Mathematics Students.

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

Students studying Further Mathematics need to own a TI-Nspire CAS calculator.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 School Assessed Coursework	20 percent
Unit 4 School Assessed Coursework	14 percent
Two end of year examinations each worth	33 percent

MATHEMATICAL METHODS (CAS) – Units 1 & 2

MA111 & MA112

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4. Students must complete Units 1 and 2 if they wish to do Units 3 and 4.

The areas of study for Units 1 and 2 are 'Functions and graphs', 'Algebra', 'Rates of change and Calculus' and 'Probability'.

Students who wish to do Mathematical Methods need to have a strong knowledge of algebra skills and, ideally, have completed the Extension Mathematics course in Year 10. They are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

Students studying Mathematical Methods need to own a TI-Nspire CAS calculator.

MATHEMATICAL METHODS (CAS) – Units 3 & 4

MA113 & MA114

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

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

Students studying Mathematical Methods need to own a TI-Nspire CAS calculator.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 School Assessed Coursework: 20 percent

Unit 4 School Assessed Coursework: 14 percent

Two end of year Units 3 & 4 examinations:

- a one hour exam to be done without technology or student-prepared notes – 22 percent and
- a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44 percent

SPECIALIST MATHEMATICS – Units 3 & 4

MA093 & MA094

Rationale

Specialist Mathematics is a mathematical study complementing the study of Mathematical Methods Units 3 & 4. It is attempted most successfully by dedicated students with strong mathematical skills who have an interest in mathematics and/or aspirations to careers in the mathematical, physical and engineering sciences.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Students studying Specialist Mathematics need to own a TI-Nspire CAS calculator.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 School-Assessed Coursework: 17 percent

Unit 4 School-Assessed Coursework: 17 percent

Two End of Year Units 3 & 4 examinations comprising 66 percent:

- a one hour exam to be done without technology or student-prepared notes – 22 percent
- a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44 percent

MUSIC PERFORMANCE – Units 1 & 2

MC041 & MC042

Students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own performance. They also study strategies for developing technical and expressive performance skills. They study specific concepts to build their theory and aural knowledge and skills. Students also devise an original composition arrangement and improvisation.

Assessment UNIT 1

Outcome	Area	Assessment Summary
Outcome 1	Performance	Solo performance of 3 pieces at an evening concert.
Outcome 2	Performance Technique	Scales, Arpeggios, Exercises, Sight Reading and Improvisation test.
Outcome 3	Musicianship: Theory, Aurals & Analysis	Sequential workbook exercises and Mid Year Exam

Assessment UNIT 2

Outcome	Area	Assessment Summary
Outcome 1	Performance	Group performance of 5 pieces at an evening concert.
Outcome 2	Performance Technique	Scales, Arpeggios, Exercises and Sight Reading test.
Outcome 3	Musicianship: Theory, Aurals & Analysis	Sequential workbook exercises and end of Year Exam
Outcome 4	Arranging and Composition	A folio of exercises, drafts and final piece. Final arrangement using SIBELIUS program.

MUSIC INVESTIGATION – Units 3 & 4

MC05 3-4

VCE Music Investigation is a performance-focused study in which students select a unique Investigation Topic that frames their year's work of performance research. By design, the study provides for students to 'drill down' into an aspect of performance that is of particular, or passionate, interest to them as musicians.

Students typically sought to undertake performance research framed around a specific performer/artist, genre or style, period/decade/era or performance technique(s).

In nominating an Investigation Topic for the broader study, students undertaking performance-based research in preparation for the Unit 4 examination. Alongside refinement of the Investigation Topic throughout the year of study, students developed nuanced performance skills directly relevant to the chosen topic and the assessment criteria.

While Music Investigation provides for students to prepare/present a program of works that is profoundly linked in terms of the nominated Investigation Topic the examination performance is assessed against the published VCAA criteria.

Investigation Topic

Music Investigation Units 3 and 4 involves both research in an Investigation Topic selected by the student and performance of works that are representative of that topic.

- Students use a work they have selected from a prescribed list as a starting point (see Selection of music below), and design an investigation into a specific area of music which becomes their topic. This topic is the basis for study of repertoire, performance, technique and general musicianship.
- Students should select a topic that is of particular interest to them and that complements their experience and abilities as a performer.
- Aural and theoretical musicianship skills are developed across all areas of study.

Performers Statement

All students will complete a Performers Statement outlining their Investigation Topic and the relationship of the selected performance program to this topic. This statement must be submitted to VCAA early in Term 1 for approval.

Group or Solo Orientation

Students electing to undertake this study choose whether they will present their end-of-year performance examination program as a member of a group OR as a soloist.

Selection of Music

- At least one work in the program must be selected from either the Prescribed List of Group Works or the Prescribed List of Notated Solo Works as published on the VCAA website. There are specific guidelines for each orientation (solo or group).
- Works selected for the performance program should allow students to demonstrate interpretive mastery of the repertoire as well as highly developed technical skills on their chosen instrument.
- The performance program must consist of at least two works including the work selected from the appropriate prescribed list. All works must relate to the Investigation Topic. The number of works will be dependent upon the length and complexity of typical works in the selected Investigation Topic.

Investigation

- Students elect and describe an Investigation Topic and research issues relevant to performance practice in that topic.
- They use aural comprehension, music theory and general musicianship knowledge and skills as they listen critically to performances and examine relevant texts including musical scores.
- They identify, describe and discuss the social, cultural, personal, historical, geographical and commercial influences that have had an impact on their topic and their chosen music.
- In Unit 4 they prepare program notes based on their research which will inform the Performers Statement which they must provide for the end-of-year performance examination.

Assessment criteria

Music Investigation used identical criteria for both solo and group settings (in contrast to Music Performance, for example).

1. Compliance with the requirements of the task

To attain compliance, students are required to perform no fewer than four works within the prescribed time provided for assessment. These works should be representative and characteristic of the style, tradition and/or genre outlined in the Performer's Statement.

A second element of compliance is that at least one work within the program be selected from either the Prescribed List of Group Works or the Prescribed List of Notated Solo Works, as published on the VCAA website.

2. Skill in performing accurately and with clarity

Students who want to achieve the highest scores on this criterion should be able to demonstrate a high level of stylistic nuance and instrumental accuracy across the repertoire presented for assessment. In maximising their scoring opportunities within the potential of the nominated Investigation Topic, these students have to evidence a high level of precision in terms of pitch, rhythm, dynamics, articulation, clarity of passage work, timing and tone production.

3. Skill in performing a range of techniques with control and fluency within the context of the Investigation Topic

Central to students achieving high scores for this criterion is the ability to demonstrate a range of performance techniques with exceptional control and fluency. Well thought-out repertoire selection, in terms of scoring potential, is fundamental to the presentation of the chosen program.

4. Skill in producing a range of expressive tonal qualities relevant to the Investigation Topic

Students try to attempt and manipulate as well as vary tone production across their broader recital presentations. Students should respond to advice indicating that evidencing a single tonal character, even if that tonal character is outstanding, would not provide access to scores beyond the middle range.

5. Skill in the interpretive control of articulation and phrasing within the context of the Investigation Topic

While sophistication in performance could be seen as a fundamental attribute for several of the assessment criteria, it is particularly relevant to Criterion 5. Students should be able to feature the inherent sophistication contained within the Investigation Topic through their subtle delivery of interpretation, and by manipulating articulation and phrasing.

6. Skill in differentiating the musical lines in the selected works as appropriate to the Investigation Topic and as appropriate to the instrument and/or instrumental context

Students should be able to go beyond 'getting the notes right' in terms of conveying the melodic intentions of the composer. Students have to research the significance of individual lines/figures within each work and endeavour to convey that knowledge through a heightened level of interpretive control.

7. Skill in differentiating the structures and textures within each work as appropriate to the Investigation Topic

Students present their performance programs that provide enough scope to evidence a variety of textures within the broader Investigation Topic. The student needs to show understanding or knowledge of the importance of variation in performance.

8. Skill in presenting an interpretation of the works that is informed by historical and/or contemporary practices and conventions relevant to the Investigation Topic

Students should be able to evidence aspects of their research report undertaken in Outcome 1 within the performance examination. Students are able to demonstrate, from a practical perspective, nuanced knowledge that has to emerge from analytical work undertaken as part of the broader study completed within the Investigation Topic.

9. Skill in performing with musicality through creativity and individuality

Students should demonstrate individuality and creativity within the chosen performance program, as appropriate to the nominated Investigation Topic. The performance should convey elements of personal interpretation set within the stylistic framework of the selected repertoire. The ability to interpret repertoire beyond technical demands should be viewed as a platform, or springboard, from which students are able to include their own level of individuality and subsequent creativity.

10. Skill in demonstrating how the works in the program are representative of the Investigation Topic

Students are able to make an obvious connection between the presented performance and the Performer's Statement provided to assessors on the day of the assessment.

11. Skill in the presentation of a cohesive program relevant to the Investigation Topic

Students should acknowledge the assessment weighting of 10 marks for this criterion, by demonstrating a sense of cohesion and occasion relevant to the Investigation Topic. Throughout the entire year of study students should review, analyse and rehearse presentation conventions relevant to the selected Topic

Assessment

- School-based assessments of each Outcome (or Area of Study)
- School-assessed Coursework tasks which contribute 50 percent to the Study Score

Unit 3 Outcomes:

Outcome 1:

A report on research undertaken for Outcome 1, presented in a multimedia format, and demonstrating understanding of practices and issues that inform performance of works that are representative of the focus area. **12 percent of Study Score**

Outcome 2:

A presentation that includes performance of exercises created by the student, demonstration of material from a technical work program and a commentary that describes the relevance to the Investigation Topic of the exercises and material. **12 percent of Study Score**

Outcome 3:

Respond to questions about material presented in the report and presentation. **6 percent of Study Score**

Unit 4 Outcomes:

Outcome 1:

Compose, improvise or arrange, document and perform an original music work that demonstrates understanding of music style, tradition and/or genre. **16 percent of Study Score**

Outcome 2:

Explain how the work is representative of the music style, tradition and/or genre, in oral or multimedia format. **4 percent of Study Score**

An external, end-of-year performance examination which contributes **50 percent to the Study Score**. The duration of the examination depends on the number of assessed performers.

OUTDOOR & ENVIRONMENTAL STUDIES – Units 1 & 2

OS011 & OS022

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, conservation and restoration activities, and participation in community projects.

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

OUTDOOR & ENVIRONMENTAL STUDIES – Units 3 & 4

OS033 & OS034

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Unit 3: Relationships with outdoor environments

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

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences they are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 School-assessed Coursework: 25 percent

Unit 4 School-assessed Coursework: 25 percent

End-of-year examination: 50 percent

PHYSICAL EDUCATION – Units 1 & 2

PE011 & PE022

Description

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

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Unit 1: The Human Body in Motion

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

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.

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.

PHYSICAL EDUCATION – Units 3 & 4

PE033 & PE034

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.

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

PHYSICS – Units 1 & 2

PH011 & PH022

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from the subatomic scale through to the planets and galaxies in the Universe. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact physicists gain a better understanding of the underlying laws of nature. The study explores atomic physics, electricity, fields, mechanics (motion) thermodynamics, quantum physics and waves.

Pathways

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1: What ideas explain the physical world?

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students complete an investigation into one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

PHYSICS – Units 3 & 4

PH033 & PH034

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from the subatomic scale through to the planets and galaxies in the Universe. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact physicists gain a better understanding of the underlying laws of nature. The study explores atomic physics, electricity, fields, mechanics (motion) thermodynamics, quantum physics and waves.

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Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4: How can two contradictory models explain both light and matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Entry

Students entering the study at Unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that they undertake Units 1 to 4.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Unit 3 and 4 examination: 60 percent

PSYCHOLOGY – Units 1 & 2

PY011 & PY022

Rationale

VCE Psychology explores the connection between the brain and behaviour by focusing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Pathways

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health and sport. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the discipline of Psychology, then look at 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. Scientific research methods are introduced.

Unit 2: How do external factors influence behaviour and mental processes?

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

Entry

There are no prerequisites for entry in Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

PSYCHOLOGY – Units 3 & 4

PY033 & PY044

Rationale

VCE Psychology explores the connection between the brain and behaviour by focusing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Pathways

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health and sport. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

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

This unit explores the nervous system and how this system allows humans to interact with their world. This includes an investigation of stress, its causes and how to manage it. Then we explore learning and memory, the limitations of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider sleep as an example of a state of consciousness. Students explore the concept of a mental health continuum and analyse mental health and disorders. They use specific phobia to illustrate mental disorders.

Entry

Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

Assessment

School assessed coursework, an end-of-year examination.

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Unit 3 and 4 examination: 60 percent

STUDIO ARTS – Units 1 & 2

SA011 & SA022

Rationale

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual studio process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their art making.

Unit 1

This unit focuses on exploring a range of mediums and techniques in preparation for following a studio process to produce artworks. The studio process includes the use of sources of inspiration and the development of ideas through practice, and the creation of finished artworks.

Artworks from different times and cultures are analysed to understand artists' ideas and sources of inspiration, as well as their use of materials and techniques in the production of artworks.

Unit 2

This unit focuses on establishing and using a studio processes to produce artworks. The studio process includes the use of sources of inspiration, experimentation with materials and techniques, the development of aesthetic qualities and potential directions prior to the production of finished artworks.

Artworks from different art periods, styles and movements are analysed, exploring the way artists communicate ideas, develop styles and demonstrate aesthetic qualities.

STUDIO ARTS – Units 3 & 4

SA033 & SA034

Rationale

VCE Studio Arts supports students to recognise their individual potential as artists and presents a guided process to assist their understanding and development of artworks. The study establishes effective art practices through the application of an individual studio process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice. Research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and other influences, used materials, techniques and processes to create aesthetic qualities, developed styles and explored their cultural identity through their artwork. Students use this knowledge to inform their own processes of creation in the studio.

Unit 3 Studio practices and processes

Outcome 1

Exploration proposal - Students should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Outcome 2

Studio Process - Students should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Outcome 3

Artists and studio practices - Students should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural contexts of each artwork.

Unit 4 Studio practice and art industry contexts

Outcome 1 Production and presentation of artworks - Students should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Outcome 2 Evaluation - Students should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

Outcome 3 Art industry contexts - student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment

School-assessed Coursework, School-assessed Tasks and an end-of-year examination will determine the student's level of achievement.

Unit 3 School-assessed Coursework:	5 percent
Unit 4 School-assessed Coursework:	5 percent
Unit 3&4 School-assessed Task:	60 percent
End-of-year examination:	30 percent

VET BUSINESS

VBU11 & VBU12

Description:

The VCE VET Business program is drawn from a national training package and offers portable qualifications that are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The Certificate II and III in Business provide a pathway for students who wish to continue with their business studies into higher education.

Assessment

A variety of assessments are used to determine the students' competency in all areas. Written projects, tests and observations are provided for each unit.

Materials

A workbook and an assessment book are purchased, by the school, and charged to the students.

VISUAL COMMUNICATION - Units 1 & 2

VC011 & VC022

Rationale

The VCE study guide recognises Visual Communication Design as an integral part of our lives. Visual Communication is a bridge between an idea and its intended audience. The communication is developed in response to a specific need, and the form it takes may be imaginative, original or may conform to required conventions or rules. The design process is defined yet flexible, and acts as a framework through which a visual solution is resolved. Students develop their visual language and inform their practice, through observations of the impact of the Design Elements and Principles in relation to their work, and the work of professional designers. This enables them to develop informed, critical and discriminating approaches to visual communications in everyday life.

Students are able to generate a range of visual communications through various means of image generation including drawing, instrumental drawing, model making, ICT and photography.

Unit 1

The following topics are explored:

- Drawing as a means of communication – create drawings for different purposes using a range of drawing methods, media and materials.
- Design Elements and Design Principles – select and apply design elements and design principles to create visual communications that satisfy a stated purpose.
- Visual communication design in context – describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2

The following topics are explored:

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

Assessment

- Folio of observational, visualisation and presentation drawings, including technical drawings.
- Folio of typography and image ideas and concepts created.
- Written Report exploring the design process in context.

VISUAL COMMUNICATION - Units 3 & 4

VC033 & VC034

Rationale

The VCE study guide recognises Visual Communication and Design as an integral part of our lives. Visual Communication is a bridge between an idea and its intended audience. The communication is developed in response to a specific need, and the form it takes may be imaginative, original or may conform to required conventions or rules. The design process is defined yet flexible and acts as a framework through which a visual solution is resolved.

Students are able to develop their own design briefs and work through the design process to create effective visual communications that meet specific client needs.

Unit 3: Design thinking and practice

- Outcome 1* Analysis and practice in context – Students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Outcome 2* Design Industry practice – Students should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- Outcome 3* Develop a brief and generating ideas – Students should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

- Outcome 1* Development, Refinement and Evaluation – Students should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- Outcome 2* Final presentations – Students should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

School-assessed Coursework, School-assessed Tasks and an end-of-year examination will determine the student's level of achievement.

Unit 3 School-assessed Coursework (two SACs): 25 percent

Unit 3&4 School-assessed Task: 40 percent

End-of-Year Examination: 35 percent