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# MANSFIELD SECONDARY COLLEGE

## 2024 Year 11 & 12 Curriculum Handbook

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# GENERAL INFORMATION

## INTRODUCTION

This booklet contains detailed information about the VCE courses to be conducted at Mansfield Secondary College in 2023, subject to certain considerations including student demand.

At Mansfield Secondary College we offer the Victorian Certificate of Education (VCE) as one integrated senior secondary certificate. Within the VCE, students can elect to complete the VCE Vocational Major (VM) which is an applied and vocational learning based equivalent VCE. This provides all students the opportunity to complete a senior secondary certificate in line with their post-secondary needs and interests. For students who are not yet ready to undertake the VCE, the Victorian Pathways Certificate (VPC) can be undertaken in Year 11 to improve preparedness for the VCE in subsequent years, or work, apprenticeship or traineeship pathways.

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.

## VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

### 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.



### **Unscored VCE**

The College expects that all students enrolled in VCE Year 12 will undertake the end of year examinations and be awarded a study score for each subject, which will contribute towards their ATAR. In exceptional circumstances a student may elect not to undertake the end of year exams in each of their subjects and complete an unscored VCE.

Unscored VCE means the student can be awarded their VCE but will not receive an ATAR. Students and their parent/guardian would be required to have an appointment with the senior school coordinator, to discuss an unscored VCE and the implications of this decision.



### VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major (VCE VM) is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an “Applied Learning approach”. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education, with the words ‘Vocational Major’ specified to recognise their achievements.

#### Structure of the VCE VM

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. This is in line with current VCE subjects and seeks to improve the assessment rigor of the VCE VM.

Students will apply knowledge and skills in practical settings and undertake community-based activities and projects that involve working in a team to satisfy the key knowledge and skills associated with each outcome within the 4 VCE VM subject offerings.

#### Requirements of the VCE VM

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

At Mansfield Secondary College all students completing the VCE VM program will be completing a minimum of 6 timetabled subjects in Year 11 and 5 timetabled subjects in Year 12. This will include VET studies (to be determined) across both year of the VCE VM. All students completing a VCE VM program are expected to complete a school-based apprenticeship or traineeship as part of their program.



### **Completion requirements**

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

### **VCE subjects within the VCE VM**

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM. However, selection of VCE units within the VM will be limited to the subjects available outside of the specified VM core subjects on the timetable.

### **VCE VM Subject Overviews**

#### **Literacy**

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

#### **Numeracy**

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.



VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

### **Personal Development Skills**

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

### **Work Related Skills**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.





Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

### **VET Certificate II Public Safety (Firefighting Operations) (RTO 22593 Magenta Safety Training Pty Ltd)**

Students will enrol in 180-200 hours of training from the Public Safety Training Package – PUA20719 Certificate II in Public Safety (Firefighting Operations). At MSC we will run the program over two years and gain the full Certificate II qualification.

The program involves both theory and practical training session and students will receive a workbook to complete throughout the program and students will complete competency based assessments. All firefighting equipment used is supplied and is of the current standard being used by Victorian fire services. While the training is based around the firefighting training package, the knowledge and skills that are taught are transferable to almost any industry.

#### *Year 1 - Units of competence (year 11)*

- PUAFIR210 Prevent Injury
- PUAEQU001 Prepare, maintain and test response equipment
- PUAFIR204 Respond to Wildfire
- PAUFIR208 Participate in community safety activities
- PUACOM002 Provide services to clients
- PUAFIR301 Undertake community safety activities
- PUAWHS001 Follow defined work health and safety policies and procedures
- PUACOM001 Communicate in the workplace

#### *Year 2 - Units of competence (year 12)*

- PUAFIR220 Respond to isolated structure fire
- PUAFIR206 Check installed fire safety systems
- HTLAID011 Provide first aid
- PUAFER005 Operate as part of an emergency control organisation
- PUAFER008 Confine small emergencies in a facility
- PUALAW001 Protect and preserve incident scene
- PUAWHS002 Maintain safety at incident scene
- PUAOPE013 Operate communications systems and equipment
- PUATEA001 Work in a teams

### **VET Certificate III Sport & Recreation (RTO 45452 Savile)**

VET Certificate III in Sport & Recreation will give students the skills needed to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres, providing customer service and administrative assistance. It will enable acquisition of the skills and knowledge required to be successful in the sport and recreation industry.

This program is designed to further enhance student knowledge of the sport, fitness and outdoor recreation sector. Students will develop coaching and leadership skills through the combination of theory, practice and field trip participation. Additionally, provide the opportunity to learn through practical experience and to develop personal skills for lifelong participation in sport, fitness, or recreation activities.



Units of competence:

- BSBWOR301 Organise personal work priorities and development
- HLTWHS001 Participate in workplace health and safety
- SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
- HLTAID011 Provide first aid
- SISXEMR001 Respond to emergency situations
- ICTWEB201 Use social media tools for collaboration and engagement
- SISSPAR009 Participate in conditioning for sport
- SISXCCS001 Provide quality service
- SISXCAI001 Provide equipment for activities
- SISXIND006 Conduct sport, fitness or recreation
- BSBWHS303 Participate in WHS hazard identification, risk assessment & risk control
- SISXRES002 Educate user groups
- SISSSCO001 Conduct sport coaching sessions with foundation level participants
- SISXCAI004 Plan and conduct programs
- SISXCAI006 Facilitate groups

**The VCE VM program at Mansfield Secondary College**

	Year 11	Year 12
Timetabled classes (4 periods)	<b>VM Literacy unit 1 &amp; 2</b> <b>VM Numeracy unit 1 &amp; 2</b> <b>VM Personal development skills unit 1 &amp; 2</b> <b>VET Certificate II Sport &amp; Recreation</b>	<b>VM Literacy unit 3 &amp; 4</b> VM Numeracy unit 3 & 4 <b>VM Work related skills unit 3 &amp; 4</b> VM Personal development skills unit 3 & 4 VET Certificate III Sport & Recreation
Block classes	<b>VET Certificate II Public Safety (Firefighting Operations)</b>	VET Certificate III Public Safety (Community Safety) – remaining units
Other	<b>SBAT Certificate II or Certificate III</b> (one day of no scheduled classes for SBAT participation)	Continue SBAT Certificate II or Certificate III (one day of no scheduled classes for SBAT participation)

The default program detailed above allows for maximum opportunity for eligibility for all students, whilst maintaining our model of allowing for one day of structured workplace learning.

Once students have completed their first year of the VCE VM in year 11, there is flexibility within the program to adapt it to satisfy the requirements of the VM whilst also catering to individual students interests and aspirations in year 12, dependent of the number and type of units satisfactorily completed in year 11.

The classes that all students will be enrolled in are highlighted above in **bold**. The year 11 program has limited flexibility to ensure students are set up for flexibility in their year 12 program – see *VCE VM eligibility for further details*.



In this model, year 11 students will complete:

- VM Literacy unit 1 & 2
- VM Numeracy unit 1 & 2
- VM Personal development skills unit 1 & 2
- VET nominal hours.
- SBAT Certificate II or Certificate III

In year 12, VCE VM students are required to complete at least 4 unit 3 & 4 sequences to be awarded the VCE VM. To this end, students are required to complete:

- VM Literacy unit 3 & 4
- VM Work related skills unit 3 & 4
- two other unit 3 & 4 sequences *at a minimum.*
- SBAT Certificate II or Certificate III (if not completed)
- Students are encouraged to complete 5 unit 3 & 4 sequences in Y

### **Attendance Requirements**

Due to the nature of the VCE VM, students are expected to complete an SBAT throughout the course of their program. To this end, students enrolled in the Year 11 & Year 12 VCE VM program are expected on site for face-to-face classes on Monday – Wednesday and Friday only. Each Thursday students are expected to be participating in their chosen SBAT or undertaking work experience to gain a SBAT.



### VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

When enrolling a student into the VPC, the individual needs of the student must be considered. Discussions about the VPC's suitability for a student will be conducted between the Mansfield Secondary College (senior school coordinator), the student and their family.

The VPC has different study designs that must be adhered to throughout delivery and students will attend these classes alongside the respective VCE VM class in their year level.

#### Structure of the VPC

The VPC has specific subjects designed to prepare students for a vocational pathway. The subjects are VPC Literacy, VPC Numeracy, VPC Work Related Skills, and VPC Personal Development Skills.

Each subject has a set of learning goals which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

#### Requirements of the VPC

The VPC is a two-year certificate and students must complete a minimum of 12 units, which must include:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units and
- 2 Personal Development Skills units.

Students can also do other VCE subjects, and structured workplace learning. The certificate may be completed over a longer period of time if needed.

#### VPC Completion requirements

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

#### Other inclusions

Structured workplace learning (SWL) or an SBAT can be included in the VPC. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Students can also complete VCE VM units as part of the VPC, which will contribute to satisfactory completion.

When a student is enrolled in the VPC an individualised program will be created to meet the needs and interests of the student.

#### VPC Subject Overviews

##### Literacy

The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from local and global cultures, forms and genres students learn how information can be shown through print, visual, oral, digital and multimodal representations.



Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing skills are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

### **Numeracy**

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context relevant to the learner. Numeracy gives meaning to mathematics, and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through numeracy, students understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward

At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

### **Personal Development Skills**

Personal Development Skills (PDS) is all about helping to build social and emotional intelligence and 21<sup>st</sup> century skills like teamwork, organisation, time management, communication, problem solving and leadership. This is done through participation in individual and group projects, presentations, and collaborations. Student will also understand and explore the concept of community and learn how to become actively involved with their school and wider community. PDS also helps young people identify and build on their personal strengths and abilities and helps them to understand and nourish their physical and emotional health and wellbeing.



### **Work Related Skills**

Work Related Skills aims to help students understand options for and plan for meaningful engagement beyond secondary education in employment, training, or community participation. Students will understand and build the skills, capabilities and personal attributes required for their chosen pathway, they will investigate employment opportunities that exist within workplaces and look at how qualifications and further study can increase those opportunities. Students will learn how to seek and apply for a variety of post secondary school employment and education opportunities. And will use a variety of skills, planning and communication techniques to carrying out a small-scale work-related activity. Students will learn about the role of physical and mental health in the workplace, how employees and colleagues can contribute to physical and mental health and how they can address unlawful workplace practices.



### SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

Students at Mansfield Secondary College have the unique opportunity to complete an apprenticeship or traineeship whilst also completing their secondary schooling. For students to complete a SBAT, the minimum age is 15 years old and students must be in Year 10, 11 or 12.

SBATs provide students the opportunity to develop practical employability skills and develop practical industry specific skills in their chosen field.

An SBAT can contribute to VCE programs and be completed alongside either VCE or VCE VM and are usually certificate II or III. Certificate level and competencies achieved will determine the level of contribution towards the VCE and the VCE VM.

For students completing an SBAT in Year 10, the allocated workday is Wednesday. Students are expected to remain up to date with missed classwork each Wednesday by speaking to their teacher. Further, when a student has been formally signed up to complete an SBAT, they are permitted to withdraw from one elective to allow completion of the corresponding assigned TAFE units of competency.

All students undertaking a VCE VM program are expected (and required in most cases) to complete an SBAT. During Year 11 work experience will be arranged for students who are unsure of the industry to complete an SBAT in, to ensure success in the chosen SBAT.

For students who are completing an SBAT as part of a VCE Vocational Major program in Year 11 and Year 12, the allocated workday is Thursday, when no VCE VM classes are delivered. It is an expectation that all students completing a VCE VM program also complete an SBAT.

For students who are completing an SBAT as part of a VCE program, the allocated workday is determined individually, based on the day which the least impact will occur to timetabled classes. Students who elect to complete an SBAT as part of the VCE, will usually complete five subjects in Year 11 and continue with these five subjects into Year 12.

At Mansfield Secondary College, students who are undertaking a VCE program need to begin their SBAT during Year 11 and will not be permitted to begin an SBAT in Year 12. This is because it is unlikely the SBAT will be completed and therefore not contribute to VCE completion.

Students who are interested in completing an SBAT need to speak to the Careers and Pathways Practitioner and will be expected to demonstrate initiative, high work ethic and represent school values.



### VOCATIONAL EDUCATION & TRAINING (VET) STUDIES

At Mansfield Secondary College we offer three VET studies as part of our timetabled face to face programs. VET studies can contribute to VCE completion and are offered to all students throughout their schooling from Year 9 onwards.

Students are eligible to undertake VCE VET Agribusiness (Certificate II Agriculture) (RTO 3097 Wodonga TAFE) in Year 9 & 10 which can, in turn, contribute to a VCE program in Year 11 & 12 upon successful completion.

See Appendix C for information about the benefits of undertaking VET.

Students undertaking the VCE VM are eligible to commence VET Certificate III Sport & Recreation in Year 11. This is a compulsory subject for all Year 11 students undertaking a VCE VM which contributes to eligibility to successfully complete the VCE VM. Further, all students completing the VCE VM will complete VET Certificate II Public Safety (Firefighting operations) as part of their program.

Students who choose to pursue a VCE pathway in Year 11 & 12 can access VET studies through completing a school based apprenticeship or traineeship (SBAT).





### STUDENT ASSESSMENT AND REPORTING

The 'progressive reporting' structure used at Mansfield Secondary College updates parents on how their child is progressing with their studies. 'Progressive reporting' builds throughout the year and provides students and parents with ongoing assessment of student learning. Parents are able to access results and feedback throughout the semester rather than waiting for a 'Semester Report' for indications on how their child is progressing.

#### **Progressive Reporting**

Progressive Reporting allows parents and the students to see:

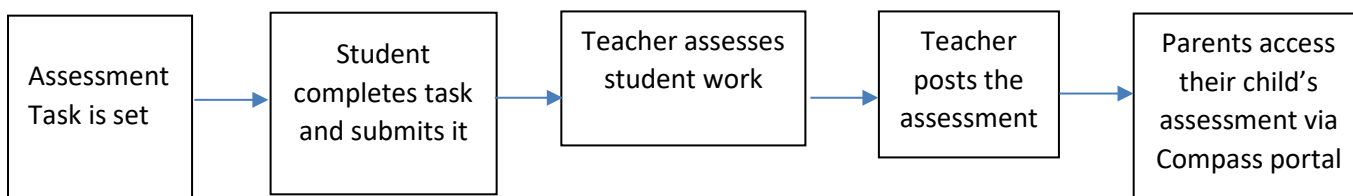
- What they have achieved
- What they need to improve and
- Suggested paths for improvement

#### **Learning Tasks - posted throughout the semester (Years 7-10)**

Each semester parents will receive a minimum of two 'learning task' assessments per subject. The 'report' is an assessment of a particular task against the Victorian Curriculum. A comment outlines what the student did well, areas for improvement, and how to achieve that improvement.

Learning tasks will be posted on the Compass parent portal.

#### *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.

#### **Semester Report - 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.



## BIOLOGY

### Rationale

Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

### 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.

## BIOLOGY – Units 1 & 2

### Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population.

### 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**

### **Rationale**

Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

### **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 is 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**

### **Rationale**

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

### **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 development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

### **Unit 2: How do chemical reactions shape the natural world?**

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### **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**

### **Scope of study**

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

### **Unit 3: How can design and innovation help to optimise chemical processes?**

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.



### Area of Study 1

What are the current and future options for supplying energy?

### Area of Study 2

How can the rate and yield of chemical reactions be optimised?

### Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

### Area of Study 1

How are organic compounds categorised and synthesised?

### Area of Study 2

How are organic compounds analysed and used?

### Area of Study 3

How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

### Assessment:

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

- Unit 3 School assessed course work: 20%
- Unit 4 School assessed course work: 30%
- End of year examination: 50%



# ENGLISH

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

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.

## ENGLISH – Units 1 & 2

**Unit 1:** On completion of Outcome 1, the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

On completion of Outcome 2, the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

The assessment for this unit could include:

- a personal response to a set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a description of writing processes.

**Unit 2:** On completion of Outcome 1, the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

On completion of Outcome 2, the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

The assessment for this unit could include:

- an analytical response to a set text
- a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.



## ENGLISH- Units 3 & 4

**Unit 3:** In this unit, students read and respond to texts analytically. They then use this ability to write their own texts cohesively and purposefully.

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

- analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

**Unit 4:** In this unit, students read and respond to texts analytically. They then use this ability to analyse the arguments of others and to present their own views and arguments on a stated issue in the form of an oral presentation.

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

- analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

### Assessment

School assessed coursework and end of year examination.

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





## HEALTH & HUMAN DEVELOPMENT – Units 1 & 2

### 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

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



# HISTORY

### Scope of study

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

### Historical thinking

VCE History incorporates a consistent approach to disciplinary thinking which is based on research about how students learn history. Within each unit explicit reference is made to historical thinking concepts. These concepts underpin the treatment of key knowledge and are an explicit part of the key skills in each area of study.

The discipline of history consists of substantive knowledge and procedural concepts. Substantive knowledge refers to an understanding of aspects of history such as eras and periods, events, people, places and ideas in specific places and times. Procedural concepts deal with how meaning is constructed in history through historical thinking. These forms of knowledge and concepts are interdependent and promote depth of understanding.

Historical thinking means that students will:

- Ask and use historical questions
- Use sources as evidence
- Explore historical perspectives
- Use historical interpretations
- Analyse cause and consequence
- Identify continuity and change
- Establish historical significance
- Construct historical arguments



## HISTORY UNITS 1 & 2: MODERN HISTORY

### Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.



### Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.



### HISTORY UNITS 3 & 4: AUSTRALIAN HISTORY

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below.

The historical investigation selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2.

The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).



## INDONESIAN – Units 1, 2, 3 & 4

Study of Indonesian at VCE level develops an in-depth understanding of Bahasa Indonesia (the national language of Indonesia) the country and its diverse cultures. This is especially relevant to future job prospects because as of July 2020, Australia has an active free trade agreement with Indonesia. As a result, there will be a huge need for Australians with all kinds of qualifications and interests, who can speak Indonesian well and understand Indonesian culture. We are short of Australians who speak Indonesian. If you are generally a well-organised and systematic person who enjoys learning, studying Indonesian could enhance your employment opportunities in the future.

At VCE level, you will learn how to communicate more effectively and fluently in Indonesian by analysing cultural aspects of Indonesian film, news, music, and cultural heritage. You will be taught to work independently and in small groups to problem solve and create using your developing language skills. You will learn how to socialise, exchange information, interpret and write a variety of styles of texts.

Topics studied in VCE may vary from year to year, because there are no set topics. Instead there are three themes:

**The individual** - includes topics such as personal identity, relationships, education and aspirations ie. careers, teenage life, going on exchange.

**Indonesian speaking communities** - includes topics such as history and change, cultural heritage and lifestyles ie. The spice trade, villages and cities, Indonesian historical figures.

**The world around us** - includes topics such as global and contemporary society, communication, and media and environmental issues. ie. social media, environmental conservation, pollution, deforestation.

### Assessment

Students will be assessed on their ability to communicate (interpersonal, interpretive, and presentational communication) and to understand the relationship between language and culture (connections, comparisons, and communities).

Assessment tasks will cover one or more of the following tasks:

- Speaking
- Listening
- Reading
- Writing
- Viewing

Example tasks include:

- Write a letter/journal/article/brochure
- Listen, read, and respond in writing
- Interview/roleplay/presentation

Units 1 and 2 are assessed internally.

Units 3 and 4:

- Internal assessments (SACs) 50%
- External exams 50%
  - (There are two end-of-year exams: a 15 minute oral exam and a two hour written exam.)



### LEGAL STUDIES

Examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access:

The study is made up of four units.

- Unit 1: The presumption of innocence
- Unit 2: Wrongs and rights
- Unit 3: Rights and justice
- Unit 4: The people, the law and reform

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

### LEGAL STUDIES – Units 1 & 2

#### **Unit 1: The presumption of innocence:**

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

#### **Unit 2: Wrongs and rights**

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.





### LEGAL STUDIES – Units 3 & 4

#### **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 criminal and civil 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 means and institutions used to determine and resolve cases.

Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### **Unit 4: The people, the law and reform**

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.



## LITERATURE – Units 1 & 2

### **Rationale**

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices. Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

### **Unit 1:**

#### **Area of Study 1 - Reading Practices**

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.

#### **Area of Study 2 - Exploration of literary movements and genres**

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

### **Unit 2:**

#### **Area of Study 1 - Voices of Country**

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.



### Area of Study 2 - The text in its context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

### Assessment

Examples of suitable tasks for assessment in these units are:

- an essay (comparative or analytical)
- a debate
- reading journal entries
- close analysis of selected passages
- a creative response to a text(s) studied
- an in-class seminar
- an oral or a written review
- a multimedia response.



## LITERATURE – Units 3 & 4

### 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:

**Area of Study 1 - Adaptions and transformations:** In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

**Area of Study 2 - Developing interpretations:** Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

### Unit 4:

**Area of Study 1 - Creative responses to texts:** In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

**Area of Study 2 - Close analysis of texts:** In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

### 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%
- Unit 4: School Assessed Coursework 25%
- End of Year Examination 50%



## MATHEMATICS

The Mathematics units offered for VCE students are:

### Units 1 & 2

- Foundation Maths
- General Maths
- Mathematical Methods

### Units 3 & 4

- General Maths
- Mathematical Methods
- 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 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 Units 3 and 4.



## GENERAL MATHEMATICS – Units 1 & 2

General Mathematics provides for different combinations of student interests and is designed for students who want to do General 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 General Maths Units 3 and 4. It is recommended that students who are undertaking Mathematical Methods 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

## GENERAL MATHEMATICS – Units 3 & 4

### Rationale

General Mathematics involves the application of mathematics with the aid of technology. General 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.

General Mathematics consists of four areas of study, comprising Data analysis, Recursion and financial modelling, Matrices, and Networks. Data analysis comprises 40 percent of the content to be covered, and each of the remaining three areas comprise 20 percent of the content.

Assumed knowledge and skills 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 General Mathematics need to own a TI-Nspire CAS calculator.

### Assessment

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

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



## **MATHEMATICAL METHODS – Units 1 & 2**

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods 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 – Units 3 & 4**

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%
- Unit 4 School Assessed Coursework: 14%
- Two end of year Units 3 & 4 examinations:
  - a one hour exam to be done without technology or student-prepared notes – 22% and
  - a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44%



## SPECIALIST MATHEMATICS – Units 3 & 4

### 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%
- Unit 4 School-Assessed Coursework: 17%
- Two End of Year Units 3 & 4 examinations comprising 66%:
  - a one hour exam to be done without technology or student-prepared notes – 22%
  - a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44%





## MUSIC Units 1, 2, 3 & 4

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as

an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

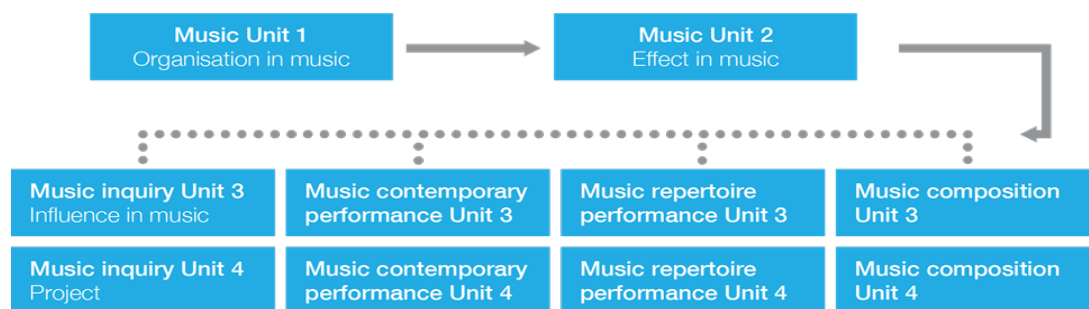
### Aims

This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

### Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. The study structure is:





# OUTDOOR & ENVIRONMENTAL STUDIES

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.

## OUTDOOR & ENVIRONMENTAL STUDIES – Units 1 & 2

### Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act 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.

Areas of study include:

- AOS1: Our place in outdoor environments.
- AOS2: Exploring outdoor environments.
- AOS3: Safe and sustainable participation in outdoor experiences.

### Unit 2: Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.



Areas of study include:

- AOS 1: Understanding outdoor environments.
- AOS 2: Observing impacts on outdoor environments.
- AOS 3: Independent participation in outdoor environments.

## OUTDOOR & ENVIRONMENTAL STUDIES – Units 3 & 4

### 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 a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

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

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Areas of study include:

- AOS 1: Changing human relationships with outdoor environments.
- AOS 2: Relationships with Australian environments in the past decade.

### Unit 4: Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. 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 reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.



Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Areas of study include:

- AOS 1: The importance of health outdoor environments.
- AOS 2: The future of outdoor environments.
- AOS 3: Investigating outdoor environments.

### **Assessment:**

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

- Unit 3 School assessed course work: 20%
- Unit 4 School assessed course work: 30%
- End of year examination: 50%



## **PHYSICAL EDUCATION – Units 1 & 2**

### **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**

### **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%
- Unit 4 school-assessed coursework: 25%
- Unit 3 and 4 examination: 50%



## **PHYSICS – Units 1 & 2**

### **Rationale**

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

### **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: How is energy useful to society?**

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### **Unit 2: How does Physics help us understand the world?**

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

### **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**

Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Students must undertake Unit 3 and Unit 4 as a sequence. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

### **Unit 3: How do fields explain motion and electricity?**

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Areas of study include:

- AOS1: How do physicists explain motion in two dimensions?
- AOS2: How do things move without contact?
- AOS3: How are fields used in electricity generation?

### **Unit 4: How have creative ideas and investigation revolutionised thinking in physics?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.





Areas of study include:

- AOS 1: How has understanding about the physical world changed?
- AOS 2: How is scientific inquiry used to investigate fields, motion or light?

**Assessment:**

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

- Unit 3 School assessed course work: 30%
- Unit 4 School assessed course work: 20%
- End of year examination: 50%



## PSYCHOLOGY

### Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

### Aims

This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing and more broadly to:
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions and Aboriginal and Torres Strait Islander knowledges
- develop an understanding of the cooperative, cumulative, iterative and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and sociocultural, economic, political and legal influences and consequences



- develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality
- understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data
- analyse and interpret qualitative and quantitative data to provide evidence, recognising patterns, relationships and limitations of data
- develop an informed and critical perspective, as local and global citizens, on contemporary science-based issues
- develop knowledge and understanding of key models, concepts, theories and laws of science to explain scientific processes and phenomena, and apply this understanding in familiar and unfamiliar situations, including personal, sociocultural, environmental and technological contexts
- communicate clearly and accurately an understanding of the discipline, using appropriate terminology, conventions and formats.

### Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

- **Unit 1: How are behaviour and mental processes shaped?**
- **Unit 2: How do internal and external factors influence behaviour and mental processes?**
- **Unit 3: How does experience affect behaviour and mental processes?**
- **Unit 4: How is mental wellbeing supported and maintained?**

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.



## PSYCHOLOGY Unit 1 & 2

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

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.



## **PSYCHOLOGY – Units 3 & 4**

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

### **Unit 4: How is mental wellbeing supported and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

### **Assessment:**

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

- Unit 3 School assessed course work: 20%
- Unit 4 School assessed course work: 30%
- End of year examination: 50%



# ART: MAKING & EXHIBITING

## Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

## ART: MAKING & EXHIBITING – Units 1 & 2

**Unit 1:** In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

### Assessment

- **Outcome 1:** Visual Arts journal
- **Outcome 2:** Finished artworks
- **Outcome 3:** Information for an exhibition

**Unit 2:** In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.



Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

### Assessment

- **Outcome 1:** Thematic exhibition
- **Outcome 2:** Experimental artworks and documentation
- **Outcome 3:** Finished artworks



## ART: MAKING & EXHIBITING – Units 3 & 4

**Unit 3:** In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

**Unit 4:** In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.





The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

### **Assessment for Unit 3 and 4**

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%  |
| • Unit 4 School-assessed Coursework: | 5%  |
| • Unit 3 & 4 School-assessed Tasks:  | 60% |
| • End-of-year examination:           | 30% |



## VISUAL COMMUNICATION & DESIGN

### Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

## VISUAL COMMUNICATION & DESIGN- Units 1 & 2

### Unit 1: Reframing design problems

**Outcome 1:** Reframing design problems - On completion of this outcome, the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

**Outcome 2:** Solving communication design problems - On completion of this outcome, the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

**Outcome 3:** Design's influence and influences on design - On completion of this outcome, the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

### Unit 2: Design, place and time

The following topics are explored as outcomes:

**Outcome 1:** Design, place and time - On completion of this outcome, the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.

**Outcome 2:** Cultural ownership and design - On completion of this outcome, the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

**Outcome 3:** Designing interactive experiences - On completion of this outcome, the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.



## VISUAL COMMUNICATION & DESIGN- Units 3 & 4

### Unit 3: Visual communication in design practice

**Outcome 1:** Professional design practice - On completion of this outcome, the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

**Outcome 2:** Design analysis - On completion of this outcome, the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

**Outcome 3:** Design process: defining problems and developing ideas - On completion of this outcome, the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

### Unit 4: Visual communication design development, evaluation and presentation

**Outcome 1:** Design process: refining and resolving design concepts - On completion of this outcome, the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

**Outcome 2:** Presenting design solutions - On completion of this outcome, the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

### 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: 20%
- Units 3 and 4 School-assessed Task: 50%
- End-of-year examination: 30%