



VCE handbook

2021

Contents

Contents	i
VCE studies 2021	1
Completing the VCE	1
The Quærite program	1
Careers counselling	1
External study	2
Possible reasons for external study	2
Year 11	4
Subject choices	4
Studying VCE Units 3 and 4 in Year 11	4
Year 12	7
Subject choices	7
Appendix: Subject descriptions	8
Accounting Units 1 and 2	8
Accounting Units 3 and 4	9
Australian and Global Politics Units 1 and 2	10
Art Units 1 and 2	11
Art Units 3 and 4	13
Biology Units 1 and 2	14
Biology Units 3 and 4	16
Business Management Units 1 and 2	17
Business Management Units 3 and 4	19
Chemistry Units 1 and 2	20
Chemistry Units 3 and 4	21
Chinese First Language Units 1 and 2	23
Chinese First Language Units 3 and 4	23
Chinese Second Language Advanced Units 1 and 2	24
Drama Units 1 and 2	25
Drama Units 3 and 4	27
English as an Additional Language (EAL) Units 1 and 2	29
English as an Additional Language (EAL) Units 3 and 4	31
English overview	33
English Unit 1 and 2	34
English Unit 3 and 4	36
Food Studies Units 1 and 2	38
Food Studies Units 3 and 4	40

French Units 1 and 2.....	41
French Units 3 and 4.....	42
Global Politics 3 and 4.....	43
Health and Human Development 1 and 2.....	45
Health and Human Development 3 and 4.....	46
History Units 1 and 2: 20th Century History.....	48
History Units 3 and 4: Revolutions.....	49
Japanese Units 1 and 2.....	50
Japanese Units 3 and 4.....	51
Legal Studies Units 1 and 2.....	53
Legal Studies Units 3 and 4.....	54
Literature Units 1 and 2.....	55
Literature Units 3 and 4.....	57
Mathematics pathways.....	59
General Mathematics Units 1 and 2.....	59
Mathematics – Further Mathematics Units 3 and 4.....	60
Mathematical Methods Units 1 and 2.....	62
Mathematical Methods Units 3 and 4.....	62
Mathematics – Specialist Mathematics Units 1 and 2.....	64
Mathematics – Specialist Mathematics Units 3 and 4.....	64
Music Units 1 and 2.....	66
Music Units 3 and 4.....	67
Physical Education – Units 1 and 2.....	69
Physical Education – Unit 3 and 4.....	70
Physics – Units 1 and 2.....	72
Physics – Units 3 and 4.....	73
Psychology Units 1 and 2.....	74
Psychology Units 3 and 4.....	75
Studio Arts Units 1 and 2.....	76
Studio Arts Units 3 and 4.....	78
Visual Communication Design Unit 1 and 2.....	79
Visual Communication Design Unit 3 and 4.....	81
VET programs.....	82
Extension studies.....	83

VCE studies 2021

VCE is a two-year course plan in which a student outlines the combinations of units she aims to study. Students are encouraged to plan their studies around their interests, talents and career directions or pathways.

- VCE subjects are made up of units
- A unit lasts one semester (half of one year)
- Units 1 and 2 are generally studied in Year 11 (while many students will study one in Year 10)
- Units 3 and 4 are generally studied in Year 12 (while many students will study one in Year 11)

Shelford provides a dynamic VCE program that emphasises academic rigour and challenges every girl to achieve her personal best. The wide range of subjects offered at Shelford reflects the most popular VCE subjects. These subjects have been selected to provide students with a strong program in all areas, including the traditional academic areas of English, Maths, Science, Humanities and Languages as well as a comprehensive range of offerings in the visual and performing arts. Students are reminded that the availability of some subjects depends on sufficient numbers selecting the subject. Timetabling restraints may also restrict a student's program and students will be counselled if any difficulties arise.

Completing the VCE

In order to qualify for the Victorian Certificate of Education (VCE), students must satisfactorily complete at least 16 units of study. These units must include:

- Three units from the English group (VCE English, EAL or Literature)
- Sequences of Unit 3 and 4 studies other than English

Students at Shelford generally attain standing in 24 units of work over the senior years.

The Quærite program

Shelford understands and recognises that an individual's total development must be viewed as the sum of many parts: physical, social, emotional, academic and spiritual.

The Quærite pastoral care program in the Senior School supports students' personal and academic development. The Latin word *Quærite* is derived from *Quære* meaning to seek, search, investigate or inquire. We aim to ensure that students have a sound understanding of their place in the world, the community and their personal responsibility.

The Quærite program underpins Shelford's core values: respect, integrity, passion and creativity.

Careers counselling

The Shelford careers program aims to ensure students are aware of the many different courses, and paths available after they leave school. Careers counselling is available on a one-to-one basis, which supports students while considering subject choices and tertiary preferences. Students will have the opportunity to meet people working in a broad range of vocations as well as undertake career testing to enable them to generate helpful, individualised and detailed career reports.

External study

Shelford adopts a flexible and supportive approach to constructing student programs. Most students will select a program from the subject offerings that are taught at Shelford. In some instances, students may elect to complete studies outside Shelford. For instance, Shelford offers a broad range of VET options through the Inner Melbourne VET Cluster. Shelford coordinates the placement of girls in these programs which are offered at a number of different locations.

Possible reasons for external study

Situation	Policy	Costs
A student is unable to take a subject offered at Shelford due to a timetable clash	When the subject is offered at Shelford but timetable constraints limit a student's access to the subject, the student will be offered the opportunity to complete the subject at Distance Education Victoria. All student enrolments must be finalised prior to the commencement of the school year.	Shelford is responsible for enrolment fees and the Resource Centre orders the required texts.
A student selects a VET subject through Inner Melbourne VET Cluster	The parent/guardian of the student must attend the information sessions conducted by the Inner Melbourne VET Cluster. Students enrol in the courses through Shelford. A levy is charged to parents to cover the additional costs of the VET course. Students are transported to the venue, and are responsible for their own transport home. All student enrolments in VET must be finalised prior to the commencement of the school year. There is no refund on this levy should the student withdraw during the year as Shelford is charged from the start of the year.	Shelford is responsible for course fees. The parent/guardian pay a levy and meets any additional material/uniform costs required in the VET course.
International student taking the VCE level home language	International students have the opportunity to study the VCE level of their home language as part of their VCE program at Shelford or at the Victorian School of Languages. The student is responsible for arranging transport if necessary.	Shelford is responsible for enrolment fees and the Resource Centre orders the required texts.
A domestic student taking VCE level home language	Shelford can assist with the enrolment of the student at the Victorian School of Languages, or Distance Education Victoria (if available). The parent is responsible for all costs. All student enrolments must be finalised prior to the commencement of the school year.	The parent/guardian is responsible for all costs.
Student wishes to study a subject not offered as part of the Shelford subject offerings (including Dance)	Shelford can assist with the enrolment of the student at Distance Education Victoria (if available). The parent/guardian is responsible for all costs. All student enrolments must be finalised prior to the commencement of the school year.	The parent/guardian is responsible for all costs.

Situation	Policy	Costs
Student undertakes music at Shelford and requires additional tuition outside class time	Shelford can advise on appropriate tutor and in some instances, with prior arrangement with the Music Department, provide a rehearsal space. The costs associated with the additional tuition are met by the parent/guardian.	The parent/guardian is responsible for all costs.

Year 11

Subject choices

Year 11 students can choose from the following subjects.

Unit 1 and 2 subjects

Unit 1 and 2 subjects

All Unit 1 and 2 subjects are taken for the entire year

1	ACCOUNTING UNIT 1 and 2	15	JAPANESE SL UNIT 1 and 2
2	ART UNIT 1 and 2	16	LEGAL STUDIES UNIT 1 and 2
3	AUST & GLOBAL POLITICS UNIT 1 and 2	17	LITERATURE UNIT 1 and 2
4	BIOLOGY UNIT 1 and 2	18	MATHS – GENERAL UNIT 1 and 2
5	BUSINESS MANAGEMENT UNIT 1 and 2	19	MATHS – METHODS UNIT 1 and 2
6	CHEMISTRY UNIT 1 and 2	20	MATHS – SPECIALIST UNIT 1 and 2
7	CHINESE FL UNIT 1 and 2	21	MUSIC PERFORMANCE UNIT 1 and 2
8	DRAMA UNIT 1 and 2	22	PHYSICAL EDUCATION UNIT 1 and 2
9	ENGLISH UNIT 1 and 2	23	PHYSICS UNIT 1 and 2
10	EAL UNIT 1 and 2	24	PSYCHOLOGY UNIT 1 and 2
11	FOOD STUDIES UNIT 1 and 2	25	STUDIO ARTS UNIT 1 and 2
12	FRENCH UNIT 1 and 2	26	VISUAL COMM DESIGN UNIT 1 and 2
13	HEALTH & HUMAN DEV UNIT 1 and 2	27	VET STUDIES
14	HISTORY: 20th CENTURY UNIT 1 and 2	28	EXTERNAL VCE STUDIES

Studying VCE Units 3 and 4 in Year 11

Shelford offers a limited number of VCE Unit 3 and 4 subjects to Year 11 students. It is important for students to be aware that:

1. Enrolment in a Unit 3 and 4 subjects is not guaranteed. Students will be counselled and receive further advice regarding their expression of interest.
2. Although the School offers this opportunity to students in Year 11, they will be expected to keep up with the standard and level of achievement expected of a Year 12 student.
3. Once all of the subject selection forms have been collated, the level of interest from Year 11 students will be gauged for each subject. If we have strong concerns or reservations about the benefit of a student undertaking a Unit 3 and 4 subject, that particular student will be counselled to wait until Year 12 to complete the study.

What does this mean?

If a Year 11 student selects a Year 12 subject, she will join the Year 12 class and complete all the work set for that subject. On completion of the course of study her results from that year added to her results from her Year 12 studies the following year. In effect, the student will complete six subjects over two years – instead of the usual five subjects in one year.

Example of one possible Year 11 selection (continued from Year 10):

English U1	Bus Man U3	French U1	Global U1	History U1	Legal U1	<i>6 subjects</i>
English U2	Bus Man U4	French U2	Global U2	History U2	Legal U2	<i>12 units</i>

Am I a candidate for a study of Unit 3 and 4 in Year 11?

- Am I achieving an average grade of B+ in my Year 10 subjects?
- Am I an independent learner?
- Am I highly self-motivated?
- Am I able to cope under pressure?
- Am I highly organised in my study schedule?
- Am I always able to meet deadlines?

Issues to consider

- The transition from Year 10 into Year 11 is difficult and quite stressful for some students, even the very mature and capable.
- The majority of students need to undergo the progressive nature of the VCE Units 1 and 2 as a stepping stone into Units 3 and 4. The students gain the skills and learn to understand the terminology and expectations of Year 11 outcomes and graded work to assist them in Year 12. There are a number of Year 12 subjects that require the Year 11 background.
- Increased workload is a major concern. Extra demands will be placed on these students, during test and examination periods, and as a consequence their Year 11 studies may not receive the attention they deserve. Any bonus gained by doing a Year 12 subject may be negated by poorer results.
- The consequences of lack of preparation for Year 12 studies must be considered. A student may become preoccupied and find that an enormous amount of work is required to just keep up with the demands of the Year 12 subject.

Unit 3 and 4 subjects available to Year 11 students

Students in Year 11 may only select one Unit 3 and 4 subject.

An average of B+ is required to be eligible.

1	BIOLOGY UNIT 3 and 4	6	LEGAL STUDIES UNIT 3 and 4
2	BUSINESS MANAGEMENT UNIT 3 and 4	7	PHYSICAL EDUCATION UNIT 3 and 4
3	CHINESE FL UNIT 3 and 4	8	STUDIO ARTS UNIT 3 and 4
4	FOOD STUDIES UNIT 3 and 4	9	VET STUDIES
5	HEALTH & HUMAN DEVELOPMENT UNIT 3 and 4	10	EXTERNAL VCE (excluding Chinese First Language Unit 3 and 4)

VET course examples

1	Acting (Screen) Unit 1 and 2	4	Equine Studies Unit 1 and 2
2	Allied Health Assistant Unit 1 and 2	5	Community Services Unit 1 and 2
3	Animal Studies Unit 1 and 2	6	Applied Fashion Design and Technology Unit 1 and 2

Year 12

Subject choices

Year 12 students can choose from the following subjects.

Unit 3 and 4 subjects

Unit 3 & 4 subjects

All Unit 3 and 4 subjects are taken for the entire year

1	ACCOUNTING UNIT 3 and 4	15	JAPANESE SL UNIT 3 and 4
2	ART UNIT 3 and 4	16	LEGAL STUDIES UNIT 3 and 4
3	BIOLOGY UNIT 3 and 4	17	LITERATURE UNIT 3 and 4
4	BUSINESS MANAGEMENT UNIT 3 and 4	18	MATHS – FURTHER UNIT 3 and 4
5	CHEMISTRY UNIT 3 and 4	19	MATHS – METHODS UNIT 3 and 4
6	CHINESE FL UNIT 3 and 4	20	MATHS – SPECIALIST UNIT 3 and 4
7	DRAMA UNIT 3 and 4	21	MUSIC PERFORMANCE UNIT 3 and 4
8	ENGLISH UNIT 3 and 4	22	PHYSICAL EDUCATION UNIT 3 and 4
9	EAL UNIT 3 and 4	23	PHYSICS UNIT 3 and 4
10	FOOD STUDIES UNIT 3 and 4	24	PSYCHOLOGY UNIT 3 and 4
11	FRENCH UNIT 3 and 4	25	STUDIO ARTS UNIT 3 and 4
12	GLOBAL POLITICS UNIT 3 and 4	26	VISUAL COMM DESIGN UNIT 3 and 4
13	HEALTH & HUMAN DEVELOPMENT UNIT 3 and 4	27	VET STUDIES
14	HISTORY: REVOLUTIONS UNIT 3 and 4	28	EXTERNAL VCE STUDIES

Example of one possible Year 12 selection (continued from Year 11):

English U3	French U3	Global U3	History U3	Legal U3	Study periods	5 subjects
English U4	French U4	Global U4	History U4	Legal U4	Study periods	10 units

VET course examples

1	Acting (Screen) Unit 3 and 4	4	Equine Studies Unit 3 and 4
2	Allied Health Assistant Unit 3 and 4	5	Community Services Unit 3 and 4
3	Animal Studies Unit 3 and 4	6	Applied Fashion Design and Technology Unit 3 and 4

Appendix: Subject descriptions

Accounting Units 1 and 2

Unit 1: Role of accounting in business

Area of study 1: The role of accounting

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

Area of study 2: Recording financial data and reporting accounting information for a service business

Students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

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

Area of study 1: Accounting for inventory

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

Area of study 2: Accounting for and managing accounts receivable and accounts payable

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

Area of study 3: Accounting for and managing non-current assets

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

Assessment

Students undertake a variety of school-based assessment tasks, both manual and ICT based, to determine levels of achievement including practical exercises, research projects, presentations, case studies and tests.

Accounting Units 3 and 4

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcome 1

On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Outcome 2

Record transactions and prepare, interpret and analyse accounting reports for a trading business.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Outcome 1

On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2

On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Assessment

The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

Percentage contributions to the study score in Accounting are:

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

Australian and Global Politics Units 1 and 2

Unit 1

Area of study: Power and ideas

This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students explore the characteristics of the Australian political system and investigate a case study of a nondemocratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

On completion of this unit the student should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Area of study 2: Political actors and power

In this area of study students explore the roles and functions of key political actors in the Australian system. This area of study explores the ways social media and the 24-hour news cycle influence political debate. Students investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system.

On completion of this unit the student should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2: Global connections

Area of study 1: Global links

In this area of study students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has transformed lives and created global links, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders.

On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Area of study 2: Global cooperation and conflict

In this area of study, students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The theory of cosmopolitanism advocates a global community with a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. Students consider the extent to which this notion of a cosmopolitan global community can effectively deal with global challenges posed by the realist perspective of some global actors.

On completion of this unit the student should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment

- Tests (short-answer and extended response questions)
- Research report
- Essay
- Interactive presentation

Art Units 1 and 2

Unit 1: Artworks, experience and meaning

Area of study 1: Artworks and meaning

In this area of study students are introduced to the Structural and Personal Framework to support the interpretation of the meaning and messages of artworks. Students learn that the analysis of an artwork through the Structural framework can enhance their understanding and interpretation. They gain an understanding that the interpretation of meaning and messages of art may be a personal response by the artist and/or the viewer. Students study at least three different artists and at least one work by each artist, examining both historical and contemporary artworks.

Outcome 1

On completion of this unit the student should be able to analyse and interpret a variety of work using the Structural and the Personal Framework.

Area of study 2: Art making and meaning

In this area of study students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding of how to use the art process. They investigate the art practices of selected artist or styles as inspiration for their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas and experimentation with materials and techniques. They use the Structural and the Personal Framework to evaluate their own visual responses.

Outcome 2

On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interest and ideas.

Unit 2: Artworks and contemporary culture

Area of study 1: Contemporary artworks and culture

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students focus their research on selected themes to compare artworks, artists and their artistic practice.

Students must:

- Apply the Cultural Framework and Contemporary Framework in their analysis and interpretation of artworks of at least four artists.
- Study at least two artworks produced from 1990 onwards.

Outcome 1

On completion of the unit the student should be able to discuss and compare artworks from different cultures and times using the Contemporary and Cultural Frameworks.

Area of study 2: Art making and contemporary culture

In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document ideas. Students use contemporary or cultural artistic sources to inspire their own work. They will use all the Analytical frameworks to document their artistic practice in their visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language.

Outcome 2

On completion of this unit the student should be able to use the art process to finish at least one finished artwork that explores social and/or personal ideas or issues.

Art Units 3 and 4

Unit 3: Artworks, ideas and values

Area of study 1: Interpreting art

In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990. Students must undertake:

- the study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990
- a comparison of the artists with detailed analysis of at least two artworks by each artist
- the application of relevant aspects of the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.

Outcome 1

On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

Area of study 2: Investigation and interpretation through art making

In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3.

Outcome 2

On completion of this unit the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4: Artworks, ideas and viewpoints

Area of study 1: Discussing art

In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

Students use relevant aspects of the Analytical Frameworks to provide structure for their analysis and discussion.

In this area of study students must investigate:

- one art idea and related issues
- at least one artist not studied in Unit 3 and a minimum of one artwork by that artist
- a range of viewpoints as presented in attributed commentaries relating to the selected art idea and related issues and artwork/s.

Outcome 1

On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

Area of study 2: Realisation and resolution

In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

Outcome 2

On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

Assessment

- Unit 3 School-assessed Coursework: 10 %
- Unit 4 School-assessed Coursework: 10 %
- Units 3 and 4 School-assessed Task: 50 %
- End-of-year examination: 30 %

Biology Units 1 and 2

Unit 1: How do living things stay alive?

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

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

- investigate and explain how cellular structures and systems function to sustain life
- explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
- design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Unit 2: How is continuity of life maintained?

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

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

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Biology Units 3 and 4

Unit 3: How do cells maintain life?

In this area of study, students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the 'switching on' and 'switching off' of genes. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students explain the mode of action of enzymes and the role of coenzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

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

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
- apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment

Students' level of achievement in Unit 3 will be determined by school-assessed coursework and end of year examination. School assessed coursework for Unit 3 will contribute 16% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 60% to the study score.

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. 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. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

On completion of this unit students should be able to:

- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

- Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster. analyse evidence for the molecular basis of heredity and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment

Students' level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination. School assessed coursework for Unit 4 will contribute 24% to the study score. The level of achievement as assessed by an end-of-year examination will contribute 60% to the study score.

Business Management Units 1 and 2

Unit 1: Planning a business

Area of study 1: The business idea

On completion of this unit the students should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Area of study 2: External environment

Students consider factors from the external environment of businesses such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business. On completion of this unit students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Area of study 3: Internal environment

Students explore the factors within businesses internal environment and consider how planning decisions may have an effect on the ultimate success of a business. The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment.

On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment

- Case study analysis
- A business research report- Interviewing a business owner

- School-based activity (market day) and development of a business plan

Unit 2: Establishing a business

Area of study 1: Legal requirements and financial considerations

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

On completion of this unit students should be able to explain the importance of complying with legal requirements and financial record keeping, and establishing effective policies and procedures when establishing a business.

Area of study 2: Marketing a business

Establishing a strong customer base for a business is an important component of success. In this Area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

On completion of this unit students should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Area of study 3: Staffing a business

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

On completion of this unit students should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment

- Computer applications and simulation
- Development of a Marketing Plan
- Business simulation exercise

Business Management Units 3 and 4

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

On completion of this unit, students should be able to:

- Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment

The student's performance on each outcome is assessed using one or more of the following:

- a case study
- an essay or a report
- structured questions

Unit 4: Transforming a business

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

On completion of this unit, students should be able to:

- Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Assessment

The student's performance on each outcome is assessed using one or more of the following:

- a case study
- a report
- structured questions
- a media analysis
- an essay

Chemistry Units 1 and 2

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 properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. They examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit, students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

On completion of this unit, students should be able to:

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology

including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

On completion of this unit, students should be able to:

- Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Chemistry Units 3 and 4

Unit 3: Chemical pathways

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems; including predicting and explaining the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Outcome 1

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Outcome 2

On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Unit 4: Chemistry at work

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Outcome 1

On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

Outcome 2

On completion of this unit, students should be able to analyse chemical and energy transformations occurring in chemical reactions. On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

Outcome 3

On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment

- School-assessed coursework for Unit 3: 16%
- School-assessed coursework for Unit 4: 24%
- End-of-year examination: 60%

Chinese First Language Units 1 and 2

Unit 1

This unit is designed for students to appreciate their Chinese language skills and the cultural context of Chinese society. A range of themes, text types, kinds of writing, vocabulary and grammar will be covered. Throughout the semester, students study a variety of topics based on three thematic areas:

1. Self and others
2. Tradition and change in Chinese-speaking communities
3. Global issues

On completion of this unit students should be able to:

- establish and maintain a spoken or written exchange related to an issue of interest or concern
- listen to, read and reorganise information and ideas from spoken and written texts
- produce a personal response to a fictional text.

Unit 2

This unit is designed to build further on Unit 1 by providing students with the opportunity to extend their language skills and their knowledge of Chinese culture and Chinese-speaking communities. A wide range of material is covered. Students continue to study a variety of topics based on three thematic areas:

1. Self and others
2. Tradition and change in Chinese-speaking communities
3. Global issues

On completion of this unit students should be able to:

- participate in a spoken or written exchange focusing on the resolution of an issue
- listen to, read, and extract and compare information and ideas from spoken and written texts
- produce an imaginative piece in spoken or written form.

Assessment

The award of satisfactory completion of Units 1 and 2 is based on the teacher's decision that the student has demonstrated achievement of the set outcomes. The assessment tasks are completed in class under supervision.

Chinese First Language Units 3 and 4

Unit 3

This unit aims to develop further awareness and appreciation of the Chinese culture and changes within the modern Chinese society. Numerous themes, topics and social issues will be presented to the class and the student is expected to develop their own critical thinking towards the culture and society. The course continues to be based on three thematic areas:

1. Self and others

2. Tradition and change in Chinese-speaking communities
3. Global issues

On completion of this unit students should be able to:

- express ideas through the production of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences.

Unit 4

This unit is designed to build upon previously learnt material and refine students' understanding of sophisticated topics and social issues. Students' appreciation of Chinese culture will be deepened when completing the Detailed Study on a particular aspect of the culture.

Learning outcomes

- Analyse and use information from written texts.
- Respond critically to written texts which reflect aspects of language and culture.
- A four- to five-minute interview on an issue related to the text studied.

Assessment

The student's level of achievement is determined by the school-assessed coursework and two end-of-year examinations.

- Unit 3 school-assessed coursework 25%
- Unit 4 school-assessed coursework 25%
- Unit 4 examinations 50%

Chinese Second Language Advanced Units 1 and 2

Unit 1

This unit is designed for students to develop further their Chinese language communication skills and to understand and appreciate the cultural context in which Chinese is used. Complex language skills such as grammar and vocabulary are introduced, and students become familiar with both formal and informal spoken and written language. Throughout the unit, students study a variety of topics based on three thematic areas:

1. The individual
2. The Chinese-speaking communities
3. The world around us

On completion of this unit students should be able to:

- exchange meaning in a spoken interaction in Chinese
- interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English
- present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

Unit 2

This unit is designed to build further on Unit 1 by providing students with the opportunity to extend their language skills and their knowledge of Chinese culture. A wide range of language factors and topics relating to the Chinese society will be presented. Students study a variety of topics based on three thematic areas:

1. The individual
2. The Chinese-speaking communities
3. The world around us

On completion of this unit students should be able to:

- respond in writing in Chinese to spoken, written or visual texts presented in Chinese
- analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese
- explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

Assessment

The award of satisfactory completion of Unit 1 and 2 is based on the teacher's decision that the student has demonstrated achievement of the set outcomes. The assessment tasks will be completed in class under supervision.

Drama Units 1 and 2

Unit 1: Introducing performance styles

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Area of study 1: Creating a devised performance

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

Area of study 2: Presenting a devised performance

In this area of study students present to an audience a devised solo and/or ensemble drama works based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories. The performance should be based on the work devised in Outcome 1. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining an appropriate actor-audience relationship.

Area of study 3: Analysing a devised performance

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

Area of study 4: Analysing a professional drama performance

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at a school may not be analysed for this outcome. Attending and analysing a performance by professional drama performers provides opportunities for students to make connections with their own work. They build their experience of how dramatic elements, conventions, performance styles, production areas, and expressive and performance skills can be manipulated to communicate meaning in performance.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work by professional actors.

Area of study 1: Using Australia as inspiration

In this area of study students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work.

Area of study 2: Presenting a devised performance

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

Area of study 3: Analysing a devised performance

In this area of study students observe and analyse their own performance work completed in Outcomes 1 and 2. They reflect on and articulate the ways they used play-making techniques and processes to explore and to extract the dramatic potential of the stimulus material. Students analyse their approaches to shaping and refining their work and creating and manipulating the actor-audience relationship. They continue to develop the use of appropriate drama terminology.

Area of study 4: Analysing an Australian drama performance

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use appropriate drama terminology to explain, analyse and evaluate how the use of dramatic elements, conventions, performance styles, production areas, expressive skills, performance skills, and the actor-audience relationship may be manipulated to communicate meaning in performance. Where students are not able to attend a suitable professional performance, they may attend a community performance of appropriate standard.

Drama Units 3 and 4

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Area of study 1: Devising and presenting ensemble performance

In this area of study students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance. The performance style of the resulting work may reflect one of the selected performance styles or it may draw on features from a range of styles and be eclectic in nature. When

creating their ensemble performance, students develop a work that incorporates application of symbol and transformation of character, time and place. The performance style of the work will go beyond a representation of real life as it is lived. Students manipulate conventions, dramatic elements and production areas to create and to communicate meaning. They consider application of role and explore how to establish and manipulate an actor- audience relationship that is appropriate to the performance style of the work.

Area of study 2: Analysing a devised ensemble performance

In this area of study students analyse the ensemble performance devised in Outcome 1. They describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance. They analyse the selection, use and manipulation of conventions (including application of symbol and transformation of character, time and place), dramatic elements, expressive skills, performance skills, play-making techniques, production areas and selected performance styles. Students also use appropriate drama terminology to discuss their own performance work and to analyse the dramatic potential of stimulus material and resources for developing characters for an ensemble performance.

Area of study 3: Analysing and evaluating a professional drama performance

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

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Area of study 1: Demonstrating techniques of solo performance

In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place. Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound or an icon. Students prepare for the task of devising a short solo performance by exploring, experimenting with and trialling processes they will employ in developing their extended solo performance for Outcome 2. They begin by exploring and experimenting with a range of play-making techniques to extract dramatic potential from the stimulus material. They focus themselves for applying symbol and transforming character, time and place. The focus of the performance should be on acting. Students may use production areas such as costume, make-up, objects, props or mask, to assist in application of symbol or transformations. Students develop a short statement that identifies

the techniques of this performance. They then present this solo performance in an informal setting such as in a classroom.

Area of study 2: Devising a solo performance

In this area of study students create and develop a solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts. During their solo performance, students use conventions including application of symbol and transformation of character, time and place. They may also use other conventions such as asides, caricature, exaggerated movement, heightened use of language, pathos, placards, satire, song, stillness and silence, as appropriate to the requirements of a prescribed structure. The resulting work will go beyond a representation of real life as it is lived.

Area of study 3: Analysing and evaluating a devised solo performance

In this area of study students use appropriate drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure. To support their analysis and evaluation, students draw on examples of conventions, including application of symbol and transformation of character, time and place, dramatic elements, expressive skills, performance skills, performance styles, play-making techniques, production areas and use of stimulus material.

English as an Additional Language (EAL) Units 1 and 2

English as an Additional Language focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Across Unit 1 and 2, EAL students must read and study at least three set texts.

- For Unit 1 Area of study 1, EAL students must read and study at least one set text.
- For Unit 2 Area of study 1, EAL students must read and study two set texts.
- In either Unit 1 or 2, at least one set text must be a written text in one of the following forms:
 - a novel
 - a play
 - a collection of short stories
 - a collection of poetry.

Additionally:

- no more than one of the set texts may be a multimodal text (including films and graphic novels)
- at least one of the set texts must be by an Australian
- all texts should have literary merit and be worthy of close study.

Unit 1

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

Area of study 1: Reading and creating texts

In this area of study, students explore how meaning is created in a text.

Outcome 1

On completion of this unit, students should be able to produce analytical and creative responses to texts.

Area of study 2: Analysing and presenting argument

In this area of study, students focus on the analysis and construction of texts that attempt to influence an audience.

Outcome 2

On completion of this unit, students should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment

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

- Unit 1 assessment is school-based. For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.
- Assessment tasks for Outcome 1 will include at least one analytical and one creative response to set texts.
- One assessment task (but no more than one task) in Unit 1 will be in oral or multimodal form.
- For EAL students, at least one text provided for the assessment of Outcome 2 will be in spoken form or have a spoken component, to allow for the assessment of listening skills.

Unit 2

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

Area of study 1: Comparing texts

In this area of study, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

Outcome 1

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

Area of study 2: Analysing and presenting argument

In this area of study, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience

Outcome 2

On completion of this unit, students should be able to identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view.

Assessment

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

Unit 2 assessment is school-based: For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit. In Unit 2, assessments tasks for Outcomes 1 and 2 will be in written form.

For EAL students, at least one text provided for assessment of Outcome 2 will be in spoken form or have a spoken component, to allow for the assessment of listening skills.

English as an Additional Language (EAL) Units 3 and 4

A total of three texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

- EAL students must read and study one selected text from Text List 1 and a pair of texts (that is, two texts) from Text List 2.
- Two texts must be used for Unit 3 Area of study 1, one selected from List 1, and one of the pair selected from List 2.
- The pair of texts from Text List 2 should be used for Unit 4 Area of study 1.
- In either Unit 3 or 4, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.
- No more than one of the selected texts may be a multimodal text, for example a film or graphic novel.

A multimodal text may be selected from either Text List 1 or Text List 2, but not from both. Other multimodal texts may be used to support the study of selected texts.

- At least one of the selected texts must be by an Australian, as indicated on the Text List.
- The texts selected for study in Unit 3 Area of study 2 must have appeared in the media since 1 September of the previous year.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Area of study 1: Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.

Outcome 1

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of study 2: Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since September 1st of the previous year.

Outcome 2

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Area of study 3: Listening to texts

In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

Outcome 3

On completion of this unit the student should be able to comprehend a spoken text.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed course work for Unit 3 will contribute 25% to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.

Unit 4

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

Area of study 1: Reading and comparing texts

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

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of study 2: Presenting argument

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

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25% to the study score.

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

English overview

The English requirement – the English group

- The minimum English requirement is three units from the English group, with at least one at Unit 3 and 4 level.
- English units may be selected from English Units 1 to 4, English (EAL) Units 3 and 4, and Literature Units 1 to 4.
- No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. English at Units 1 and 2 level include English Units 1 and 2 and Literature Units 1 and 2.

The table below provides examples of how the English requirement will apply.

	Year 11 English group Units 1 and 2 satisfactorily completed	Year 12 English group Units 3 and 4 satisfactorily completed	English requirement?
1.	English Units 1 and 2	English Units 3 and 4	Yes
2.	English Units 1 and 2	Literature Units 3 and 4	Yes
3.	English Units 1 and 2	English Units 3 and 4 Literature Units 3 and 4	Yes
4.	Literature Units 1 and 2	Literature Units 3 and 4	Yes
5.	English Units 1 and 2 Literature Units 3 and 4	None, but the student completes other units in order to complete the VCE	Yes
6.	English Units 1 and 2 Literature Units 1 and 2	Literature Units 3 and 4	Yes

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

English Unit 1 and 2

Unit 1

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

Area of study 1: Reading and creating texts

In this area of study students explore how meaning is created in a text.

Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. The texts set as the focus of this area of study should have literary merit and be worthy of close study. These texts may be fiction or non-fiction and presented in written, spoken or multimodal forms.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

Outcome 1

On completion of this unit the student should be able to produce analytical and creative responses to texts.

Area of study 2: Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience.

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

Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others. Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

Outcome 2

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

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

Area of study 1: Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts.

Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied. The texts set as the focus of this area of study should have literary merit, be worthy of close study and facilitate comparative study.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts.

They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

Outcome 1

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

Area of study 2: Analysing and presenting argument

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

Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

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

Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

English Unit 3 and 4

Unit 3

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

Area of study 1: Reading and creating texts

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

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response, they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the

selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

Outcome 1

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of study 2: Analysing argument

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

Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

Outcome 2

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Area of study 1: Reading and comparing texts

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

By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting, they compare in detail the ideas encountered in the texts and the features of the texts on which the

comparison is based. They use planning and drafting to test and clarify their ideas, and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of study 2: Presenting argument

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

This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.

Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal. Students develop, test and practise argument, critically analysing their own developing text. Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument. They explore options for language use for audience engagement and persuasive effect. They use the conventions of spoken texts appropriately, draw on evidence soundly and include accurate acknowledgment.

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Food Studies Units 1 and 2

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of study 2, students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of

food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of study

- Food around the world
- Food in Australia

Outcome 1

On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

Outcome 2

On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2: Food systems

In this unit students investigate food systems in contemporary Australia.

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

Areas of study

- Food industries
- Food in the home

Outcome 1

On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 2

On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Food Studies Units 3 and 4

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Area of study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of study

- The science of food
- Food choice, health and wellbeing

Outcome 1

On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

Outcome 2

On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4: Food Issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

Area of study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and

improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of study

- Environment and ethics
- Navigating food information

Outcome 1

On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Outcome 2

On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment

- Unit 3 school assessed coursework: 30%
- Unit 4 school assessed coursework: 30%
- End of year examination: 40%

French Units 1 and 2

The VCE French study design comprises three themes, through which a variety of subtopics are studied:

- The Individual
- The French-speaking communities
- The world around us

There are three areas of study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Units 1 and 2 develop the students' understanding of the language and culture of French-speaking communities and extend students' knowledge and skills in viewing, understanding, speaking and writing the language.

Unit 1

Possible subtopics include French charities, health issues and job seeking.

Outcome 1

Exchange meaning in a spoken interaction in French.

Outcome 2

Interpret information from two texts on the same subtopic presented in French and respond in writing in French and English.

Outcome 3

Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

Possible subtopics include technology and a film study.

Outcome 1

Respond in writing in French to spoken, written or visual texts presented in French.

Outcome 2

Analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Outcome 3

Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

French Units 3 and 4

The VCE French study design comprises three themes, through which a variety of subtopics are studied:

- The Individual
- The French-speaking communities
- The world around us

There are three areas of study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3

In this unit, students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through three or more subtopics. They also consolidate and extend their vocabulary and grammar knowledge.

Outcome 1

Participate in a spoken exchange in French to resolve a personal issue by negotiating a mutually agreeable outcome.

Outcome 2

Students extract, interpret and synthesise information from three or more texts to identify key ideas and detail and write responses in French.

Outcome 3

Create an extended, original piece of personal, informative or imaginative writing in French to express ideas, thoughts or responses.

Unit 4

In this unit, students investigate aspects of culture through the study of two or more subtopics, to gain insight into French speaking communities, identify and reflect on cultural products and practices and their influence on values, attitudes and behaviours. They also consolidate and extend their vocabulary and grammar knowledge.

Outcome 1

Share information, ideas and opinions on a cultural product or practice they have researched, in French.

Outcome 2

Analyse and present information from written, spoken and viewed texts, for use in a written response in French.

Outcome 3

Present information, concepts and ideas in evaluative or persuasive writing on an issue in an extended written response in French.

Assessment

The student's level of achievement is determined by school-assessed coursework and the two-external end of-year examinations:

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

Global Politics 3 and 4

Unit 3: Global actors

Area of study 1: Global actors

In this area of study students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC). Students consider the different ways in which state sovereignty may be challenged.

Outcome 1

On completion of this unit the student should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

Area of study 2: Power in the Asia-Pacific region

In this area of study, students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years. Students consider the main foreign policy instruments available to the state: diplomacy, trade, aid and military. Students develop an understanding that the relative importance and effectiveness of different types of power and foreign policy instruments in pursuit of a state's national interests vary considerably, and there is often a marked difference between the intentions and results.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.

Unit 4: Global challenges

Area of study 1: Ethical issues and debates

In this area of study students examine debates about TWO global ethical issues. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. These debates are considered in the context of case studies that transcend specific states, regions and continents. Students consider the international law that relates to these issues. They examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law. For this area of study, students study **two** of the following ethical issues: human rights, people movement, development, arms control.

Outcome 1

On completion of this unit the student should be able to analyse the debates relating to **two** global ethical issues, and evaluate the effectiveness of global actors' responses to these issues.

Area of study 2: Crises and responses

In this area of study students investigate the causes of **two** global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution.

Two global crises are selected from the following:

- Climate change
- Armed conflict
- Terrorism
- Economic instability

Outcome 2

On completion of this unit the student should be able to analyse **two** contemporary global crises and evaluate the effectiveness of global actors' responses to these.

Assessment

Assessment tasks will be selected from a range of options including structured questions, reports, an essay, topic tests or case studies. The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

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

Health and Human Development 1 and 2

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.

Areas of study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Learning outcomes

Outcome 1

On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Outcome 2

On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3

On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

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.

Area of study

- Developmental transition
- Health care in Australia

Learning outcomes

Outcome 1

On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2

On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

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

Health and Human Development 3 and 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.

Areas of study

- Understanding health and wellbeing
- Promoting health and wellbeing

Learning outcomes

Outcome 1

On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Outcome 2

On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Global health and development

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.

Areas of study

- Health and wellbeing in a global context
- Health and sustainable development goals

Learning outcomes

Outcome 1

On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2

On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

- Unit 3: 25% of study score
- Unit 4: 25% of study score
- Final examination: 50% of study score

History Units 1 and 2: 20th Century History

Unit 1

The first half of the 20th century was marked by significant change. This unit focuses on the era 1918 to 1939 in which new political ideas and social practices after World War I replaced the old order. Students investigate the nature of political, social, economic and cultural change in the period between the world wars. These changes would affect individuals, society's patterns of daily life, nations and international relations.

Area of study 1: Ideology and conflict

Students explore the impact of treaties made after World War I on nations and people. The emergence of new ideologies such as fascism in Italy and Nazism in Germany and their impacts on society are emphasised. Key events of the 1930s will also be investigated as students explore the combination of economic instability during the Great Depression, territorial aggression and totalitarianism within Europe. Changes to the lives of particular groups and individuals living under a new political order will be analysed.

Area of study 2: Social and cultural change

Students explore continuity and change in the 1930s in social life and practices and culture and the effect of ideologies and government policies on the lives of the people. Students also analyse the ways in which representations of culture such as art, literature, music and film reflected and challenged the prevailing political, economic and social circumstances.

Learning outcomes

- Explain the consequences of the peace treaties after World War 1 and evaluate the impact of ideologies on nations and the events leading to World War II. (essay)
- Explain patterns of social life and cultural change and analyse the factors which influenced changes to social life and culture in the interwar years. (historical inquiry)

Unit 2

This unit considers some of the major themes and principal events in post-World War 2 history between 1945 and 2000. Students investigate the nature and impact of the Cold War with 'competing ideologies', including USA and USSR, and challenges to the existing political, economic and social orders during that era. They gather evidence of significant events and the ways in which the communist and capitalist countries justified and legitimised their ideologies through propaganda in this era of espionage and intrigue.

Area of study 1: Competing ideologies

Students explore the causes of the Cold War, key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA, situations which caused tension and conflict

between the superpowers, the impact of the Cold War on nations and people and factors which led to the end of the Cold War.

Area of study 2: Challenge and change

Students explore the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century, actions and ideas of popular movements and individuals who contributed to social and political change and the impacts of changes on nations and people.

Learning outcomes

- Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people. (An analysis of primary sources)
- Explain the causes and nature of challenge and change and analyse the consequences for nations and people. (An analysis of historical interpretations)

In both units, significant events, leaders, ideas, movements and values which have contributed to change over time are addressed. The development of knowledge, reasoning and interpretations of a range of historical perspectives as evidence are emphasised. Assessment tasks include historical inquiry, analyses of sources, historical interpretations and extended responses.

History Units 3 and 4: Revolutions

Unit 3 Russian revolution

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

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

The School will select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776
- The French Revolution of 1789
- The Russian Revolution of October 1917
- The Chinese Revolution of 1949

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Area of study 1: Causes of revolution (Unit 3 and 4)

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Outcome 1

On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Area of study 2: Consequences of revolution (Unit 3 and 4)

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

Outcome 2

On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

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

Japanese Units 1 and 2

The VCE Japanese Study Design comprises three themes, through which a variety of subtopics are studied:

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

There are three areas of study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Units 1 and 2 develop the students' understanding of the language and culture of Japan and extend students' knowledge and skills in viewing, understanding, speaking and writing the language.

Unit 1

Possible subtopics include Daily routine and My family and friends.

Outcome 1

Exchange meaning in a spoken interaction in Japanese.

Outcome 2

Interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and English

Outcome 3

Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Unit 2

Possible subtopics include School life and Neighbourhood.

Learning outcomes

Outcome 1

Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.

Outcome 2

Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.

Outcome 3

Explain information, ideas and concepts orally in Japanese, to a specific audience about an aspect of Japanese culture.

Japanese Units 3 and 4

The VCE Japanese Study Design comprises three themes, through which a variety of subtopics are studied:

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

There are three areas of study:

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3

In this unit, students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through a number of subtopics. They also consolidate and extend their kanji script, vocabulary and grammar knowledge.

Outcome 1

Participate in a spoken exchange in Japanese to resolve a personal issue by negotiating a mutually agreeable outcome.

Outcome 2

Students extract, interpret and synthesise information from three or more texts to identify key ideas and detail and write responses in Japanese.

Outcome 3

Create an extended, original piece of personal, informative or imaginative writing in Japanese to express ideas, thoughts or responses.

Unit 4

In this unit, students investigate aspects of culture through the study of a number of subtopics, to gain insight into Japan, identifying and reflecting on cultural products and practices and their influence on values, attitudes and behaviours. They also consolidate and extend their kanji script, vocabulary and grammar knowledge.

Outcome 1

Share information, ideas and opinions on a cultural product or practice they have researched, in Japanese.

Outcome 2

Analyse and present information from written, spoken and viewed texts, for use in a written response in Japanese.

Outcome 3

Present information, concepts and ideas in evaluative or persuasive writing on an issue in an extended written response in Japanese.

Assessment

The student's level of achievement is determined by school-assessed coursework and the two external end-of-year examinations:

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of Year examinations: 50%

Legal Studies Units 1 and 2

Unit 1: Guilt and liability

Area of study 1: Legal foundations

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

Area of study 2: The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of study 3: Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

Unit 2: Sanctions, remedies and rights

Area of study 1: Sanctions

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

Area of study 2: Remedies

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

Area of study 3: Rights

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

Legal Studies Units 3 and 4

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect individuals and to uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to the accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhanced the ability of the justice system to achieve the principles of justice.

- Area of study 1: The criminal justice system
- Area of study 2: The civil justice system

Unit 4: The people and the law

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

- Area of study 1: The people and the Commonwealth Constitution
- Area of study 2: The people, the Parliament and the courts

Assessment

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

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

Literature Units 1 and 2

Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Aims

This study enables students to develop an enjoyment of language and literature through reading deeply, widely and critically appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to:

- nuances in the English language
- read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual
- texts and to make relevant connections between them
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop an understanding of literary criticism

- develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
- develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

Unit 1: Approaches to literature

In this unit, students focus on the ways in which the interaction between text and reader creates meaning.

Students' analyses 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.

Area of study 1: Reading practices

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

Outcome 1

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Area of study 2: Ideas and concerns in texts

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

Outcome 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and connections

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

Area of study 1: The text, the reader and their contexts

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

Outcome 1

On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Area of study 2: Exploring connections between texts

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

Outcome 2

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

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

Literature Units 3 and 4

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Area of study 1: Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Outcome 1

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Area of study 2: Creative responses to texts

Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Outcome 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the texts.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Area of study 1: Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Outcome 1

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

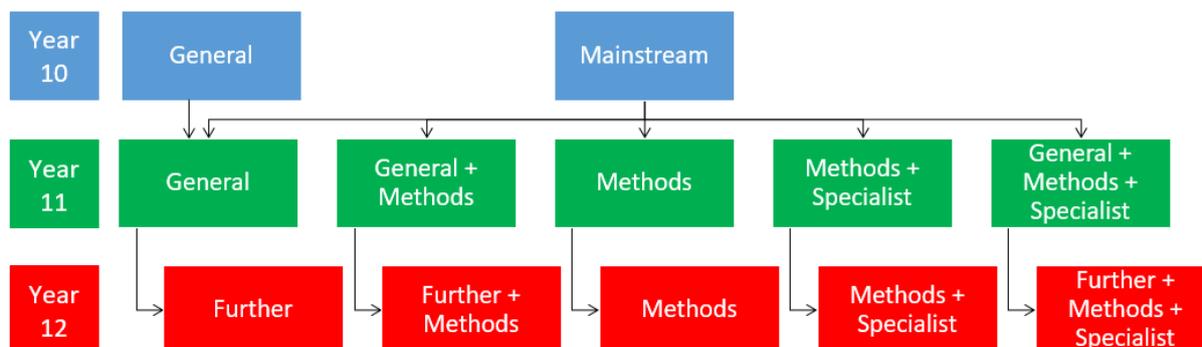
Area of study 2: Close analysis

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

Outcome 2

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of text.

Mathematics pathways



The above infographic illustrates the most common combinations of mathematics subjects undertaken by students from Year 10 to VCE. Research has shown that students who undertook both Specialist Mathematics 1 and 2 and Mathematical Methods 1 and 2 tend to achieve higher results in Mathematical Methods 3 and 4.

For information about mathematics prerequisites for given courses, consult the student copy of the VICTER for the relevant year of tertiary entry (given to students when available, late July).

Further information regarding recommended VCE Mathematics Pathways is available from the Careers Counsellor, Deputy Principal – Teaching and Learning and the Head of Mathematics.

General Mathematics Units 1 and 2

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 nonlinear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3

On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Mathematics – Further Mathematics Units 3 and 4

Further Mathematics consists of two areas of study

Area of study 1

- This is a compulsory core area of study to be completed in Unit 3.
- It comprises 'Data analysis' and 'Recursion and financial modelling'.

Area of study 2

The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

'Data analysis' comprises 40% of the content to be covered, 'Recursion and financial modelling' comprises 20% of the content to be covered, and each selected module comprises 20% of the content to be covered.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

Outcomes: Unit 3

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass Area of study 1.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in Area of study 1 in routine contexts.

Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in Area of study 1 in a range of contexts of increasing complexity.

Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Outcomes: Unit 4

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass the two selected modules from Area of study 2, Applications.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.

Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.

Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

School-assessed coursework for Unit 3 and Unit 4 will contribute 20% and 14% respectively to the study score.

End-of-year examination one (33% of final mark): This examination comprises multiple-choice questions covering both Areas of Study 1 and 2. The examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

End-of-year examination two (33% of final mark): This examination comprises written response questions covering both Areas of Study 1 and 2. The examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each Area of study, with the exception of 'Algebra' which extends across Units 1 and 2.

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

At the end of Unit 2, students are expected to have covered the material outlined in each area of study.

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Mathematical Methods Units 3 and 4

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'. 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.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology, as applicable.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 3 and Unit 4, the outcomes as a set apply to the content from the areas of study covered in that unit.

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

School-assessed coursework will contribute 17% to the study score for each of Units 3 and 4.

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

End-of-year examination one

This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1.

The examination will be of one-hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.

The examination will contribute 22%.

End-of-year examination two

This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2.

The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

The examination will contribute 44%.

Mathematics – Specialist Mathematics Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and nonlinear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2 the outcomes as a set apply to the content from the areas of study and topics selected for that unit.

Outcome 1

On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3

On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Mathematics – Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'.

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.

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 are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology, as applicable.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the areas of study for each unit. For each of Unit 3 and Unit 4 the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1

On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

School-assessed coursework will contribute 17% to the study score for each of Units 3 and 4.

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

End-of-year examination one

This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1.

The examination will be of one-hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.

The examination will contribute 22%.

End-of-year examination two

This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2.

The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

The examination will contribute 44%.

Music Units 1 and 2

Unit 1: Music performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

For this unit students are required to demonstrate achievement of three Outcomes. As a set these Outcomes encompass all areas of study for the Unit.

Outcome 1

On completion of this unit the student should be able to prepare and perform a program of group and solo works.

Outcome 2

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.

Outcome 3

On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Assessment

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

Unit 2: Music performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

For this unit students are required to demonstrate achievement of four Outcomes. As a set these Outcomes encompass all areas of study for the Unit.

Outcome 1

On completion of this unit the student should be able to prepare and perform a program of group and solo works.

Outcome 2

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.

Outcome 3

On completion of this unit the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Outcome 4

On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. All assessments at Units 1 and 2 are school-based.

Music Units 3 and 4

Unit 3: Music performance

There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Solo Performance students should have a minimum of three years' experience prior to Unit 3 on a musical instrument or in voice. Students must undertake Unit 3 prior to Unit 4.

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Outcome 1

On completion of this unit the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.

Outcome 2

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

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

Unit 4: Music performance

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Outcome 1

On completion of this unit the student should be able to prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.

Outcome 2

On completion of this unit the student should be able to demonstrate and discuss techniques relevant to refining the performance of selected works.

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of Outcomes specified for the unit.

In Units 3 and 4 Music Performance, the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are:

- Unit 3 School-assessed coursework: 20%

- Unit 4 School-assessed coursework: 10%
- Unit 3 and 4 Aural and written examination: 20%
- Unit 3 and 4 Solo performance examination: 50%

Physical Education – Units 1 and 2

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.

Outcome 1

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

Outcome 2

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

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

Outcome 1

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

Outcome 2

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

Physical Education – Unit 3 and 4

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity

and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines.

Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Outcome 1

On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 2

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

Unit 4: Enhancing performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Outcome 1

On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Physical Education are as follows:

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

Physics – Units 1 and 2

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment.

Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Learning outcomes

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

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Unit 2: What do experiments reveal about the physical 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.

Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Students choose one of the following options related to astrophysics, bioelectricity, electronics, medical physics, nuclear energy, nuclear physics, and sports science. The option enables students to

pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

Learning outcomes

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

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Physics – Units 3 and 4

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables. A number of practical activities will also be completed as activities and demonstrations.

Learning outcomes

On completion of this unit, students should be able to: analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites; analyse and evaluate an electricity generation and distribution system; investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.

Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Learning outcomes

On completion of this unit, students should be able to: apply wave concepts to analyse, interpret and explain the behaviour of light; provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence; design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment

- Unit 3 School-assessed coursework: 21%
- Unit 4 school-assessed coursework: 19%
- End-of-year examination (2.5 hours): 60%

Psychology Units 1 and 2

Unit 1: How are behaviour and mental processes shaped?

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

Learning outcomes

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

- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They

evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

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

- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment

Demonstration of the learning outcomes is based on students' performance on a selection of assessment tasks.

Psychology Units 3 and 4

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system.

Throughout the unit research methods are introduced within the context of the material examined and students are required to apply their knowledge and scientific understanding by developing and reporting on their own piece of research.

On completion of this unit students should be able to:

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4: How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

On completion of this unit students should be able to:

- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment

- School-assessed coursework Unit 3: 16%
- School Assessed coursework Unit 4: 24%
- Final examination: 60%

Studio Arts Units 1 and 2

Students work in all or may choose materials, techniques and carry out processes from Media, Art, Visual Communication and Design and Materials Technology. They will learn how to explore, develop, refine, resolve and present their individual artworks. Documented evidence in a visual diary of their research, development and refinement is an integral part of this study.

Students also research and analyse the ways different artists from different times and cultures have developed their own studio practice.

Unit 1: Studio inspiration and techniques

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques, as tools for translating ideas, observation and experiences into visual form. The areas of study are:

- Inspiration, aesthetic qualities and investigation which focuses on sources of inspiration and recording observations and ideas.
- Materials and techniques which focuses on developing skills, manipulating properties and subject matter to convey ideas whilst reflecting and evaluating.

- Research different artists as inspiration from differing times and places and their use of different materials and techniques and other sources.
- Reflect on ideas and work through oral and written form.

Outcome 1

On completion of this outcome the students should be able to source ideas and inspiration and use a variety of methods to translate these into visual language.

Students will complete a selection of exploratory work showing sources of ideas, inspiration and aesthetic qualities.

Outcome 2

On completion of this outcome students should be able to explore and use a variety of materials and techniques whilst recording and developing ideas and sources of inspiration.

Students will complete at least one artwork whilst evaluating and commenting in workbook.

Outcome 3

On completion of this outcome students should be able to discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Students will produce written and oral presentations.

Assessment

Assessment is based on the satisfactory completion and achievement of three outcomes.

Unit 2: Studio exploration and concepts

The focus of this unit is to establish an individual approach to develop skills using sources of inspiration and experimentation using varied materials and techniques. Students are to develop further, their understanding of aesthetic qualities to identify potential solutions prior to the making and the completion of artworks.

Comparisons of contemporary art with historical art styles and movements are encouraged. Visiting a variety of exhibition spaces is of great benefit also.

Outcome 1

On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary.

Task: Following their written proposal, students will complete a variety of designs and experiment with materials to produce related art works. Thorough discussion and evidence of experimentation, with solutions are to be annotated in the work book.

Outcome 2

On completion of this Outcome, students should be able to examine and discuss historical and contemporary art periods and the ways in which design elements and principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop styles.

Task: Students will complete written and oral presentations from historical and contemporary art periods. They will discuss the ways a variety of artworks using design elements and principles, signs and symbols, communicate ideas and styles. The use of appropriate art language and terminology is important.

Assessment

Assessment is based on the satisfactory completion of two Outcomes.

Studio Arts Units 3 and 4

Students work in all or may choose techniques, materials and processes from Media, Art, Visual Communication and Design and Materials Technology. For this study, the exploration proposal supports the student to identify a direction for the studio process. This process records trialling, experimenting, analysing and evaluating all ideas and art practices presented in the proposal. The study of artists and their work practices and processes will be investigated and analysed. They explore the different historical and cultural contexts in relation to particular artworks and art forms by these artists.

Unit 3: Studio practices and processes

On completion of this unit students should be able to:

Outcome 1

Prepare an exploration proposal that creates a framework for the individual studio process and the focus, and subject matter to be developed.

Task: To prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Outcome 2

Students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development.

Task: Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas described in the proposal.

Outcome 3

Examine and discuss traditional and contemporary working practices in relation to a particular art form(s) and the ways in which artists interpret artistic influences, cultural contexts and ideas in developing distinctive styles and approaches to subject matter.

Unit 4: Studio practice and art industry contexts

Students focus on the planning, production and evaluation required to develop, refine and present Artworks, that link cohesively according to the ideas resolved in Unit 3. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the

artworks have been made, students provide an evaluation about the cohesive relationship, between the artworks.

Study and research will be conducted to gain an understanding of artists' involvement in the art industry and the role of art galleries in exhibiting and marketing artworks including art environments. The conservation and preservation of artworks made with differing materials, will be explored.

On completion of this unit the student should be able to meet the following Outcomes.

Outcome 1

Produce a cohesive folio of finished artworks based on selected potential directions developed through the studio process.

Task: Students are to produce a folio of artworks based on selected potential directions, appropriate use of materials and techniques, and the resolution of aesthetic qualities in the artworks. The students are to create relationships between artworks and communicate the ideas and influences researched.

Outcome 2

Provide visual and written documentation of potential directions. Documentation identifies the development, refinement and production of artworks.

Task: Students are to document and identify the refined focus and the production of the folio, including the reasons why specific potential directions, from Unit 3 were selected. They are to reflect on and evaluate the whole process and discuss the resolution of aesthetics, materials and techniques and the relationships formed between artworks. Throughout the process and on completion students are to form an art evaluation.

Outcome 3

Students are to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles processes and methods involved in exhibiting and conserving artworks.

Assessment

- Unit 3 school-assessed coursework: 5%
- Unit 4 school-assessed coursework: 5%
- Units 3 and 4 school-assessed task: 60%
- End-of-year examination: 30%

Visual Communication Design Unit 1 and 2

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.

Unit 1

On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field. In this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

After the execution of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

Outcome 1

When this outcome is completed, the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Outcome 2

On completion of this outcome, the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Outcome 3

After this outcome is completed, the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practises, and by social and cultural factors.

Assessment

Assessment is based on the satisfactory completion and achievement of three Outcomes, and written submissions

Unit 2

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated, to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Outcome 1

When this unit is completed, the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Outcome 2

On completion of this outcome, the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright issues.

Outcome 3

After this unit is completed, the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Assessment is based on the satisfactory completion and achievement of three Outcomes, and written submissions.

Visual Communication Design Unit 3 and 4

Students explore the design fields of industrial, communication and environmental design. They analyse the work of designers from each field to underpin the creation of their own work. Students also explore design industry and examine how different designers work through the design process. They develop a brief that establishes two different communication needs for the same client. This brief guides the students' design process and presentation of final designs.

Unit 3: Visual communication design practices

On completion of this unit the students should be able to meet the following Outcomes.

Outcome 1

Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Task: Students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students analyse how visual communications in these fields achieve particular purposes for targeted audiences. They draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections.

Outcome 2

Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Task: Students investigate how the design process is applied in industry to create visual communications. They explore a range of case studies on how different designers work in each of the design fields. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications.

Outcome 3

Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Task: Students begin the first stages of the design process by writing their own brief, finding research and generating a range ideas. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual Communication Design development, evaluation and presentation

Students focus on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual methods, media and materials and analyse how these communicate messages and ideas to the target audience.

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

On completion of this unit the students should be able to meet the following Outcomes.

Outcome 1

Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Task: For each communication need, students are to develop concepts from their generation of ideas created in Unit 3. They continue to use the design process, design thinking strategies and a range of manual and digital methods to develop and refine concepts. Students choose their most effective concepts to present to an audience in a pitch. They explain reasons for selection of preferred concepts for each need.

Outcome 2

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

VET programs

Vocational Education and Training in Schools (VET)

Shelford offers the option of studying a range of specialist courses which combine training and the VCE through the Inner Melbourne VET Cluster. These courses provide for the needs of students who are:

- planning to progress directly to the workforce
- considering further education and training pathways
- seeking part-time employment while undertaking further studies by providing work-related skills and credentials.

Specialist VET programs can provide students with:

- contributions towards VCE
- technical Skills
- employability Skills

- alternative education pathways
- nationally recognised certificates.

Examples of VET courses studied by Shelford students include:

- Certificate in Acting (Screen)
- Certificate in Allied Health Assistance
- Certificate in Animal Studies
- Certificate in Applied Fashion Design and Technology
- Certificate in Community Services
- Certificate in Equine Industry
- Certificate in Fitness
- Certificate in Hospitality
- Certificate in Interior Decoration

These courses are a complete training package. Students considering these courses should note that to gain the benefits and the training qualification they must complete all compulsory units.

There are additional costs associated with these courses, a levy of \$900 per year is charged.

This levy is not refundable should the student withdraw from the VET program. Parents will be advised if there are any additional costs. Please note: The ways in which VET programs are organised is currently subject to review and costs may vary.

Student interested in VET courses should discuss their options with the Careers Counsellor.

Extension studies

Monash University and the University of Melbourne offer extension studies in a range of areas. These courses, located throughout Melbourne, are generally offered outside school hours. The extension programs are designed to provide a challenging course of study for students who have completed a Unit 3 and 4 study.

Examples of subjects offered:

- Accounting
- Art History
- English Literature
- History
- Mathematics
- Physics
- Philosophy
- Chemistry

Please note: Extension studies are recognised within a student's ATAR Score by the award of an increment score.