

TINTERN  GRAMMAR

# SENIOR COLLEGE

## COURSE AND SUBJECT GUIDE

2020



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## FROM THE PRINCIPAL



Welcome to the Senior College experience where your travels lead you to your life beyond school. Over your time here, we want you to build and develop a course that engages your interests and passions, as well as providing you with every possible opportunity for the future that you can create. In selecting your course at each stage of the process, a range of staff are available to assist you with your subject choices, to align them with tertiary and other goals and to negotiate the requirements of our three pathways:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education/Vocational Education and Training (VCE/VET)
- International Baccalaureate (IB)

Each of these programs has their own unique requirements and you should choose the one that interests you, follows your passions and to which you are best suited. As you consider the courses available, it is important to think about where these programs and courses may lead you in your life beyond Tintern Grammar. What are the tertiary courses that you are interested in, and what are the pre-requisites for entry to these courses, or perhaps what are your goals that do not involve further study for the moment?

As you make the transition from Middle School to Senior College, I encourage you to be brave and adventurous and to make every effort to “be the best that you can be”. Strive to make the most of each and every opportunity that comes your way. To achieve the best that you are capable of, your Senior College years need to be both challenging and rewarding. I look forward to watching your many successes in your final years at Tintern Grammar!

Mr Bradley Fry  
Principal

## THE SPECIFIC AIMS OF TINTERN GRAMMAR

Tintern Grammar provides educational and cultural experiences that offer each student opportunities to:

- develop an enquiring mind;
- find purpose and enjoyment in learning;
- value and appreciate excellence and opportunity; and
- develop personal and professional skills for life in the context of the dynamic and challenging environment of C21 Australia and its global context.

Our vision for our graduates is for them to show:

- the strength of character that will support the tenacious pursuit of goals and fulfilment in later life
- the aspiration to achieve personal excellence by always making the best effort possible in every situation
- the confidence to engage with the world positively, to take risks proactively and to make a difference
- true purpose in appreciating and shouldering our obligation to work to create a better world for all

Our school values are captured in the Tintern Grammar Compass, the visible expression of what we expect from our community in our lives at school and beyond. Each compass point guides our thoughts and behaviour, and is a focus for mindfulness and reflection, each and every day. This occurs through our programs designed to specifically cater for the developmental needs of boys and girls and/or the regular interaction between our staff and students.

Our Learner Profile Attributes express clearly what our students are encouraged to strive to be:



<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-Takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

*Adapted from International Baccalaureate Organisations Learner Profile (2013)*

## SCHOOL PRINCIPLES

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The School respects, adheres to and affirms the following principles:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

## TINTERN GRAMMAR SENIOR COLLEGE ETHOS STATEMENT - A UNIQUE EXPERIENCE

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We aim to inspire independence and a sense of identity in every student so that each young adult leaves Tintern Grammar:

- empowered to face the future with confidence
- with the ability to creatively solve problems
- as principled and compassionate young people
- with a commitment to contributing to the wider and global communities
- enabled to be a life long learner

The Senior College creates a pre-tertiary environment where students experience a greater measure of independence as they move from Year 10 through to Year 12.

Emerging young adults learn that independence comes with responsibility. Students are guided and supported in their journey by their teachers and their peers.

## PRACTICAL STUDY SUGGESTIONS FOR ALL STUDENTS

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### Conditions for study

- Adequate light, ventilation, heat and space
- Use a consistent workplace
- Sit on a comfortable chair at a desk or table
- Keep both noise and visual distractions to a minimum
- Work while you are fresh

### Fitness

- Physical fitness is important in order to work well
- Proper food, exercise and leisure are essential
- Adequate sleep is a must

## Organisation

- Plan your study time: not only WHEN you will study but WHAT and HOW you will study
- Do not sit down to study and then try to decide what you will do – this is a sure way of wasting valuable time.
- Work out a study timetable, allotting time fairly so that each subject is well covered – this will overcome the tendency to spend too much time on any one subject at the expense of others.
- Break study time into blocks allowing for 5–10 minutes break after each hour.
- Use an efficient reading method, for example the SQ3R - Survey, Question, Read, Recall, Review.

## Goals

- Be realistic and do not set goals you cannot possibly reach or you will become disappointed and frustrated.
- Work out YOUR goals NOW and think about SHORT TERM GOALS – the work due in this week. MIDDLE TERM GOALS – the SACs, SATs, practical work, essays due in later in the Term. LONG TERM GOALS – preparation for major tests or examinations should begin at the start of the year.
- Set a realistic goal that will allow time at the end for revision, and then stick to your plan.

## Self-Discipline

- This is entirely up to you. Set your goals, organise your time and get to it!

## KEY STAFF CONTACTS

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Students and parents may obtain advice from:

Principal	Mr Bradley Fry
Vice Principal	Mr Jason McManus
Head of Senior College	Miss Oriana Constable
Year 10 Level Co-ordinator	Mrs Heather Ruckert
Year 11 Level Co-ordinator	Ms Nicole Morphet
Year 12 Level Co-ordinator	Mrs Jennifer Tsai Bove
IB Co-ordinator	Mrs Nola Brotchie
VCE/VCE VET Co-ordinator	Mr Andrew Cho
Careers Education Consultants	Mrs Heather Ruckert, Ms Catrina Ord

## HEADS OF DEPARTMENT 2020

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Head of Commerce	Ms Nicole Morphet
Head of Learning Enhancement	Mrs Megan Scholz
Head of English	Ms Christine Millgate-Smith
Head of Geography	Mrs Naomi Baulch
Head of Health & Human Development	Ms Adriana Mantella
Head of History	Ms Tisha Eggleston
Head of Information & Communications Technology	Mr John Holland
Head of Languages	Mr Sebastien Lauret
Head of Mathematics	Ms Vanessa Rich
Head of Outdoor Education	Ms Emma Lowing
Head of Performing Arts	Mrs Melinda Quirillo
Head of Music	Ms Anne Bortolussi
Head of Physical Education	Ms Catrina Ord
Head of Religion Studies	Rev Alison Andrew
Head of Science	Mrs Lanna Derry
Head of Sport	Mr Ashley Viney
Head of Visual Arts and Design	Mrs Rachel Waud



## FROM THE HEAD OF SENIOR COLLEGE

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The Senior College is an environment that allows each student opportunities to take on greater responsibility and decision-making which helps to develop the independence, resilience and personal growth necessary for success in their schooling and life beyond school in their future studies or careers.

The Senior Years are a time of increased growth and decision making. Preparation for the transition to life beyond school is achieved through our pastoral programs which encourage resilience, confidence, independence and social awareness; and the individual academic pathways which promote excellence and achieving your own personal best.

Year 10 is a year of transition as students move on from the Middle School and students explore various subject areas through the elective program. Some students take the opportunity to select a subject from our VCE Unit 1/2 subject offerings. Important skills such as study techniques, examination revision techniques and learning styles are explored. Formal examination sessions and VCE assessment requirements will be experienced by our Year 10 students, preparing them for the final years of secondary schooling and the accompanying external assessment demands.

We offer students multiple pathways through their senior years. With the support of the Careers Department, Year Level Co-ordinators, Heads of Department and academic staff, students are encouraged to examine their goals and aspirations, their strengths, their passions and the pre-requisite requirements for tertiary courses when they consider which pathway is right for them.

The three pathways available in Years 11 and 12 offer alternative structures in their academic programs; The International Baccalaureate (IB) the Victorian Certificate of Education (VCE), and a combination of Vocational Education Training programs (VET) and the VCE. Each pathway has different characteristics and students are able to select the pathway best suited to their learning needs and abilities.

Selection of the appropriate pathway is an important decision to be made on an individual basis. Students should read the information contained in this handbook carefully, attend subject talks and consult with the careers consultants prior to making an informed decision. During the Senior College years, Pastoral Mentors play an active role in helping students to organise their study programs. The pastoral program focuses on time management, study skills and revision techniques. Our Mentors work closely with individual students who need help in systematic planning, or who are experiencing difficulties in coping successfully with the workload. It is important that all students remember to ask for help before they become overwhelmed.

Pastoral Mentors and Year Level Co-ordinators, meet with parents early in the year and are available throughout the year for discussions about student progress or special needs. In line with our School Values, during their three years in the Senior College, all students are expected to complete fifteen hours of service to the wider community. This must be done in their own time and negotiated independently with their chosen service provider. Students report both orally and in writing on this service. Mentors include a statement relating to community service on the end of Semester report.

All students in the Senior College are encouraged to maintain physical fitness and to participate in co-curricular activities each Semester. All students are offered the opportunity to participate in EISM Inter-school sport or in recreational activities on Wednesday afternoons in school time. Participation in EISM and Recreational Sport is compulsory for Year 10 and 11 students and voluntary for Year 12s.

Tintern Grammar's staff are committed to working with our students to ensure the best possible outcome is achieved. Through their involvement in the school community, the development of habits of independent study and personal management, and the growing sense of achievement in these mature levels and styles of study and reflection, Senior College students are being prepared for the variety of demands and challenges awaiting them in the wider world of further study and employment.

We are always ready to assist in enabling our students to be well prepared for the next stage of their journey of lifelong learning and I wish all students a fulfilling Senior College experience.



Miss Oriana Constable  
Head of Senior College

## ASSESSMENT AND REPORTING

As students move through Tintern Grammar, their progress and achievements are monitored through on-going classroom assessment and specially set external assessment. In 2020 the latter includes the General Achievement Test (GAT) and external subject examinations for students undertaking Year 12 level subjects.

Within the classroom (or internal) assessment program, our goal is to reflect and reinforce the students' learning through a range of activities appropriate to the subjects studied. Thus assessment is both formative (while the unit of study is in progress) and summative (at the conclusion of the unit). Assessed work may include projects, practical exercises, essays, research assignments, design and creative folios. One or more assessed pieces may be taken under test conditions.

Key areas of the students' study are selected for inclusion on the Semester reports and results for assessed tasks for Years 10 and 11 are made available through our Progressive Reporting System throughout each Semester. In Year 10 core and elective subjects the assessment tasks evolve from the Australian Curriculum.

In Years 11 and 12 the assessment tasks arise from the achievement of learning outcomes of the Victorian Curriculum and Assessment Authority (VCAA) or areas of assessment in the International Baccalaureate Diploma or the Vocational Education and Training modules. If a Year 10 student takes a VCE subject VCAA regulations apply.

## PARENT TEACHER NIGHTS

In March/April and again in September (as needed) teachers meet individually with families to discuss student progress. Just prior to these meetings an interim report will be made available via the online Parent Portal at <https://portal.tintern.vic.edu.au/> and each family will be issued with a user name and password. (other than in September for VCE Unit 3/4 and Year 12 IB subjects). It is intended that these interim reports will act as a stimulus for these meetings.

Additionally, we report to families in writing at the end of Semester 1 (June) and Semester 2 (December), other than for Year 12 students who do not receive a Semester 2 School Report. A report is prepared for each student in each subject; it combines grades with a descriptive comment providing specific advice on the work undertaken and guidance for further study in the subject. These are made available to families online via the Tintern Grammar Portal.

### Year 10 and VCE Units 1 and 2 Assessment

All tasks are internally assessed by the subject teachers.

The grading scale is represented by A to UG:

A	Work is of an excellent standard	(80%+)
B	Work is of a good standard	(70%+)
C	Work is of a satisfactory standard	(60%+)
D	Work is of a minimum standard	(50%+)
E	Work is below the minimum acceptable standard	(40%+)
UG	Work shows significant weakness in all areas	(39% and below)

### The following additional symbols are used:

+	Higher standard within level of achievement
NA	Not assessed

NS	Work not submitted
LS	Work submitted late resulting in no grade
ABS	Student absent during assessment task
S/N	Satisfactory/Non-satisfactory
W	Student has withdrawn from a VCE subject (Year 10 only)
J	No formal withdrawal from a VCE subject by the due date occurred (Years 11 and 12 only).

Work of a particularly high standard within each band of achievement is indicated by the plus (+) with the letter grade. Each subject department nominates tasks to be graded on this 10 point (A+ to E) scale.

For VCE Units 3 and 4 the Semester 1 reports contain only S or N for each task as the formal assessment procedure is incomplete until the end of the year when each student receives the full Victorian Certificate of Education.

The cumulative or final assessment for each Semester unit is also reported as S or N for both Years 11 and 12 VCE.

Assessment tasks in Units 3-4 have a separate assessment procedure, determined annually by the VCAA. It governs both external examination and school-based assessment. Further details will be provided to the students in February at the commencement of their studies.

**For IB and VET assessment procedures, please see the relevant IB and VET sections of this handbook.**

All Semester Reports in the Secondary School give an achievement level of Very High, High, Satisfactory, Low or Very Low for a student's Preparation for Learning, Participation in Learning and Attitude towards Learning.

*N.B Please note that whilst every effort is made to accommodate every student's subject request, running each subject is dependent on a viable class size as determined by the numbers of students requesting the subject and on timetable constraints.*

## CAREERS AND PATHWAY PLANNING

### Focus

Establishing and maintaining a career involves a commitment to lifelong learning. The Careers program aims to provide students with the knowledge and skills required to research and analyse career options with a view to developing a satisfying and successful pathway over the course of their career.

### Year 10 Areas of Study

Pastoral sessions are used for discussion and activities appropriate at this early stage of career development such as increasing an awareness of self through identifying abilities, interests and values and linking these to a range of occupations. Further themes explored during the course encourage students to gain an understanding of the world of work and identify relevant employability and learnability skills. Students develop the ability to research career options using the internet and a variety of publications. Information and assistance are provided through a number of forums to assist students understand the structure of the programs available for Years 11 and 12 and to select subjects that support their individual study plans.

Students at Year 10 will undertake the Morrisby Online Vocational Testing and this item will appear in the Year 10 Booklist for 2020. The accumulation of this knowledge and



the appropriate research skills equips students to make more effective decisions when planning their education in the senior secondary years and accessing tertiary education or training required to enter their chosen field of work.

#### Careers Interviews

All students in Year 10 will meet with a Careers Consultant to discuss subject selection and pathways. Year 11 students will have the option of a Careers meeting and they are invited to the 'Career Chats' that occur during the year. At Year 12 students meet to discuss career and course options for tertiary study and life beyond school.

#### Work Experience

It is highly recommended that all Year 10 students participate in a week of work experience in June to help them clarify their strengths and abilities. Students are encouraged to find their own work placement. The school provides the required Occupation Health and Safety training and staff generally visit students during their placement to discuss what they have been doing and learning. Students at Years 11 & 12 may undertake a week of work experience during the first or second term holidays.

#### Other Activities

Careers information is also presented to students through the Career News which is available on the portal for students in Years 10 to 12. Periodically, guest speakers deliver presentations to Assemblies and individual classes. These include representatives from tertiary institutions and past students who describe their individual career journey.

## YEAR 10 CURRICULUM IN THE SENIOR COLLEGE

### Year 10 – Shaping Decisions

The Senior College at Tintern Grammar seeks to engender greater decision making and civic responsibility among students in order to equip them with the independence, resilience and personal excellence necessary for success in both their schooling and the future.

The role of Year 10 in this process is to provide students with the skills, confidence and knowledge to make their own informed decisions and to help develop in them the attitudes to work and the organisational skills necessary for tertiary studies and the workforce. This pastoral and academic focus takes place without overlooking the importance of maintaining a balanced, healthy lifestyle and, as such, a significant part of the transition to Year 10 includes the social, emotional and psychological changes that take place in the later years of adolescence.

#### Year 10 Studies

Listed are the core (compulsory) subjects studied and the elective subjects that students may request to study.

- Each student may study two electives per Semester.
- All core and elective studies, with the exception of Physical Education, are delivered in mixed gender classes in line with the Senior College educational model.
- Detailed descriptions of all these subjects, core and elective, may be found in the following pages of the handbook that list each department alphabetically. However, while these reflect the intended details of the courses and will be generally accurate, some minor changes to subject content or assessment may be made as part of our annual curriculum review process.

### Year 10 Core Subjects

Commerce  
Curriculum Support Learning Enhancement Programs (for eligible students)  
English  
Geography  
History  
Mathematics  
Physical Education  
Religion and Society VCE Unit 2: Religion and Ethics OR  
World Religions and Ethics  
Science  
EISM/Recreational Sport

### Year 10 Electives

Agriculture and Sustainable Futures  
Animation and Film Making  
Art Explorations  
Creating Great Websites  
Graphic Design  
Languages  
Medical Science  
Music  
Outdoor and Environmental Studies  
Photography  
Physical Theatre  
Textile Design & Technology  
The Café Experience

*N.B Please note that whilst every effort is made to accommodate every student's elective request, running each subject is dependent on viable class size as determined by the numbers of students requesting the subject and on timetable constraints.*

*The Senior College structure provides wider opportunities for some students in Year 10 to consider accelerating in an area and undertake one VCE Unit 1/2 study as part of their Year 10 program in the place of a Year 10 Elective in each semester. For details please see page 24 of this Guide.*

### Ebook Levies

In 2019, all ebooks and online subscriptions listed as required texts on the booklist will again be charged to parent's school account as a levy rather than as purchases made through Campion. This will be stated on the booklist for each relevant subject.

These changes will allow the school to bulk buy access codes and subscriptions directly from the publishers, which enables us to secure competitive prices and provide a higher level of technical support to families.

## YEAR 10 SUBJECTS

### YEAR 10 COMMERCE

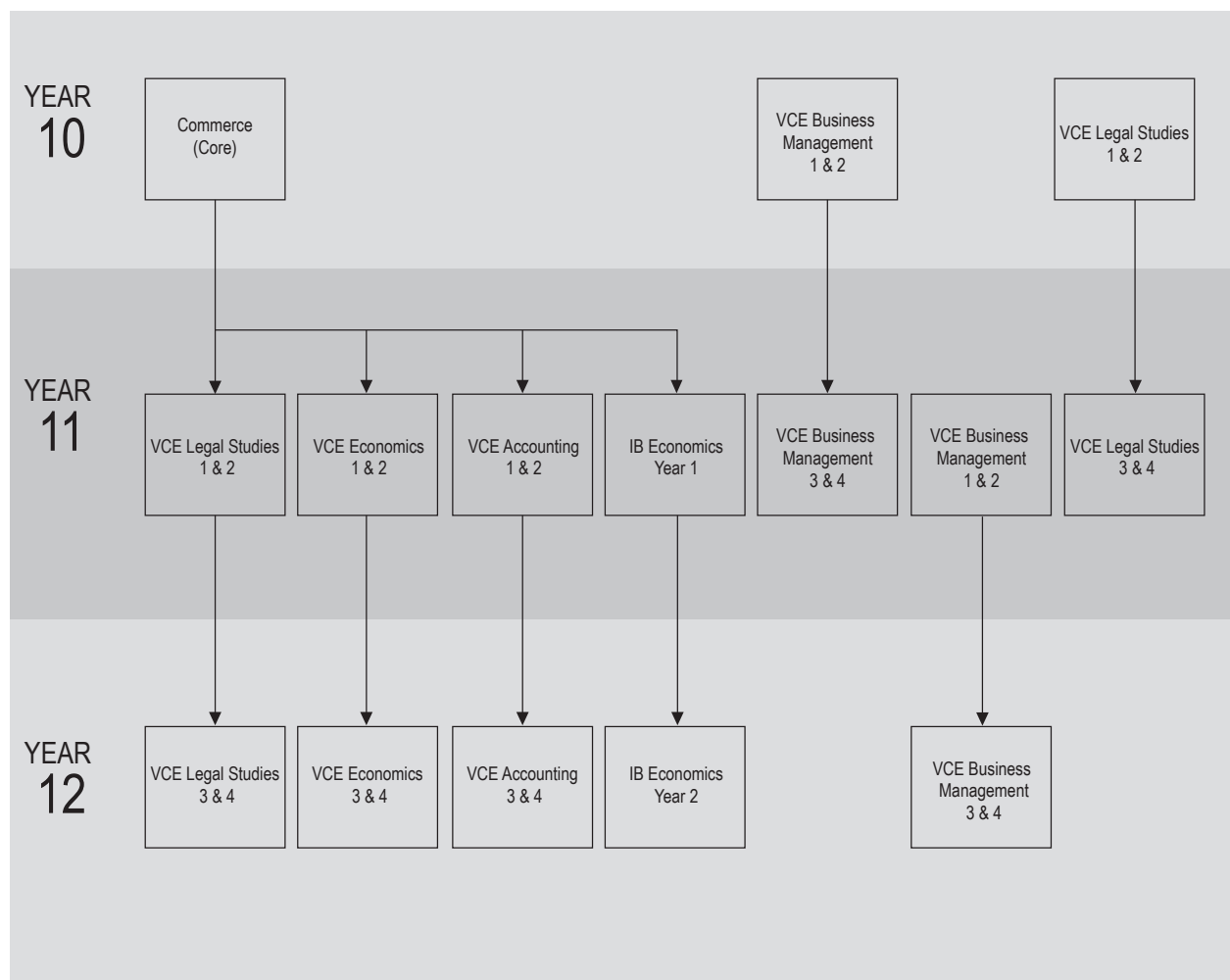
In this core unit students will be introduced to the subjects of Economics, Accounting and Legal Studies which are all part of the VCE Commerce offering.

#### Economics

- The study of Economics will be focussing on key microeconomic concepts as well as introducing macroeconomic concepts of unemployment, inflation and economic growth, along with key policies tools such as the budget. The role of international trade will also be discussed.

## COMMERCE

The Commerce stream of subjects is designed to allow students to select from a range of Business and Civics education alternatives. This means you could choose one or a range of Commerce subjects depending upon whether you follow the VCE or International Baccalaureate pathway.



### Accounting

- Accounting will introduce students to the concepts of assets, liabilities, revenue and expenses to enable them to accurately complete a Profit and Loss Statement and a Balance Sheet. An ability to analysis the information obtained from these documents will also be developed.

### Legal Studies

- This unit will provide students with the ability to distinguish between criminal and civil cases, which will be aided by the completion of a media folio of current court proceedings.
- The court hierarchy will also be discussed, along with how laws are made. Students will analyse the reasons why laws are made and the role of societal values in this process. Students will compare the legal processes of the Koori Court and its impact on indigenous Australians.

### Assessment

Students will be assessed through the following methods:

- Knowledge of Content – topic tests
- Analysis and problem solving – comparative project, along with a media folio and other exercises completed within the classroom
- Communication – presentation of their investigative project.

## YEAR 10 ENGLISH

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The study of English provides all students with the opportunity to experience both a sense of challenge and achievement. This, in turn, assists in the development of a positive attitude towards the use of language, confidence in expression, and a sense of their own individual worth and competence that will enable them to respond effectively and appropriately to their society. English plays a key role in the development of the individual as a person and in preparing the student for taking their role in society. This involves:

### Intellectual Development

Language is a key tool and a necessary prerequisite for the acquisition of knowledge and skills. It plays an important role in the representation of experience and in the development and refining of ideas.

### Personal Development

The study of language contributes to students' personal development by providing, through literature, the means by which they can confront and investigate life experiences and problems.

The study of English develops the skills necessary for effective reading, writing, listening and oral expression by encouraging creative thought and appropriate language use.

### Social Development

The study of language develops the communication and analytical skills necessary for participation in society, both socially and in practical terms. Further, and more importantly, the study of English fosters greater understanding of others, develops keener insights into others and so encourages more mature responses to real-life situations.

### Vocational and Academic Preparation

The study of language provides students with the skills to obtain the educational qualifications necessary for securing a satisfying occupation by giving students the communication skills to meet the demands of prospective employers. The study of language also assists students to acquire the language and analytical skills

necessary for the pursuit of tertiary studies. English, therefore, serves both cultural and practical ends:

- Through the appreciation of literature it leads students to a greater understanding of life: of themselves as individuals, of other people, and of society.
- It prepares students for active participation in their society through the acquisition and development of appropriate language and communication skills.

The focus in English is on improving literacy through explicitly targeted teaching activities which cater for all levels of ability.

We offer a full range of VCE English options, as well as the opportunity to undertake the International Baccalaureate

- English (VCE)
- Literature (VCE)
- English Language (VCE)
- International Baccalaureate Language A1 English
- International Baccalaureate Language B English

Year 10 teachers ensure each student is well prepared to choose the most appropriate Senior College course for their individual needs. Each year level teaching team ensures the program is consistent across all classes and meets the needs of all students.

In the Senior College, students are preparing for, or undertaking, more specialised subjects. In English at Year 10, students study a range of challenging literary texts such as a Shakespearean play, poetry, a novel and a film. They are assessed on their reading, writing and speaking skills in response to these texts, as well as a wide reading task for each Semester.

Students sit both mid-year and end-of-year examinations in preparation for Years 11 and 12. Throughout Year 10, students are given the opportunity to complete tasks and units modelled on those in the various English subjects offered in Year 11 and 12 to allow them to make informed choices.

At Year 11, students must choose to study either the VCE or the International Baccalaureate. Those selecting the VCE can choose at least one of the available English subjects: mainstream English, Literature or English Language. They may choose more than one of these. The latter two are considered more specialist courses for students with particular interests or abilities. Those students who select the International Baccalaureate will study either Language A, if English is their first language, or Language B, if English is not their first language.

### YEAR 10 ENGLISH

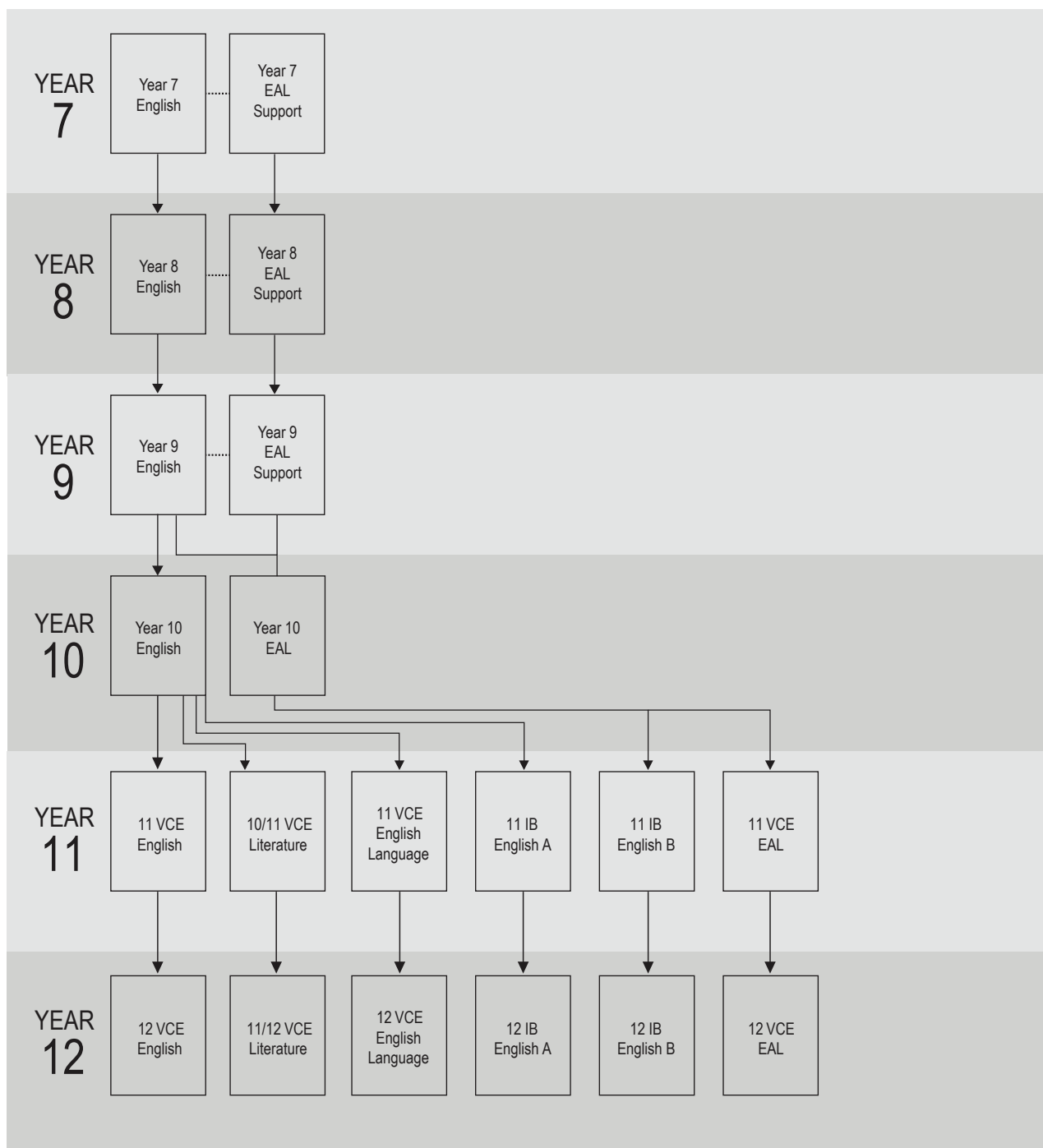
The Year 10 English course encourages students to focus on the study of language in a variety of texts and contexts and to explore different perspectives on complex moral, psychological and philosophical issues. By understanding why and how texts are constructed, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically, and to think, speak and write effectively. This formal language study aims to expand student's working vocabulary and refine revising and editing skills. The course is designed to enable students to select the senior English subject/s which will best suit their needs and interests. To that end, students experience elements of each of these senior courses over the year: English, English Language and Literature.

### Areas of Study

- Speaking and Listening
- Writing
- Reading and Viewing
- Skills – spelling, grammar and vocabulary

# ENGLISH

## Subject Pathways in English (Years 7 – 12)



\* In addition, students and teachers work together to identify individual learning targets. Consolidation, revision and extension skills programmes are then tailored to meet individual learning needs.

## Assessment

**Speaking:** a range of formal oral presentations, performances, class discussions and role plays as well as informal class discussion.

**Writing:** a range of drafted imaginative, personal, expository, informative and persuasive writing. Analytical writing includes close reading analyses and commentaries, and essays prepared both in class under timed conditions and at home.

**Reading and Viewing:** analytical and creative responses to their wide reading, film, novels, Shakespearean drama and a range of poetry.

**Skills:** explicit assessment of spelling, grammar, vocabulary and expression in all written assessment and in separate tests and activities.

Written examinations (90 minutes) at end of Semesters 1 and 2

## ENGLISH SUBJECTS FOR INTERNATIONAL STUDENTS

For many years students from across the globe have chosen to study at Tintern. These students enrich the learning opportunities and raise cultural awareness for all students and staff and add to the exciting environment a Tintern education provides.

The broad aims of International English are to develop in overseas students:

- a level of competency and confidence in using English that allows them over time to develop learning strategies, control over linguistic structures and features of text;
- a greater understanding of the learning styles and expectations of the Australian schooling system.

Students who enter the school with little or no prior English language learning may be assessed by the International Students' Coordinator as requiring a period of intensive English studies. Intensive English tuition, that is not part of the School's standard offerings, can be arranged. This may attract an additional charge, depending on student circumstances.

### ENGLISH AS AN ADDITIONAL LANGUAGE

To successfully complete the VCE, all students must undertake four units of an English subject including a Unit 3 and 4 sequence over two years. Students who have been in Australia less than seven years may undertake English as an Additional Language (EAL) instead of English. While very similar to mainstream English, EAL classes are targeted for students who do not have a first language understanding of English. More accessible texts are studied and there is a stronger focus on grammar and general writing skills. International students undertake EAL in Years 10, 11 and 12.

### LIST OF YEARS 10 - 12 EAL SUBJECTS

#### Year 10

English as an Additional Language

#### Year 11

English as an Additional Language Units 1 and 2  
IB English B Year 1

#### Year 12

English as an Additional Language Units 3 and 4  
IB English B Year 2

## YEAR 10 GEOGRAPHY

Geography assists students to make sense of an increasingly complex and changing world. The subject possesses a distinct body of knowledge and skills and also acts as a link between different curriculum areas to provide a spatial view of the world.

The issue of sustainability and an inquiry approach to learning are fundamental in Geography. Geography focuses on the dynamics of culture, political systems and economics (human geography) and relates it to physical landscapes (physical geography).

The use of information and communications technology is an integral component of Year 10 Geography in each area of study.

Geography is particularly well supported by subjects from areas of Commerce such as Economics and Legal Studies, Humanities, the Sciences and Outdoor Education. The dynamic and evolving field of spatial technologies including Geographic Information Systems (GIS) provides diverse opportunities for tertiary study and career development.

There are a broad range of careers which benefit from a spatial perspective and geographic knowledge including:

### Environmental Management:

For example: Architecture, Ecology, Surveying, Urban and Rural Planning, Cartography, Agriculture, Landscape Architecture, International Relations and Development, Resource Management

### Science

For example: Meteorology, Oceanography, Ecology, Engineering, Archaeology, and Geology

### Management and Administration

For example: Local Government, Sports Management, Human Resources, Environmental Consultancy, Occupational Health and Safety, Event Management

### Business and Finance

For example: Law, Insurance, Banking, Marketing, Advertising, Real Estate, Small Business Management

### Leisure, Travel and Tourism

For example: Travel Consultancy and Management, Pilot, Hotel Management, Tourism Departments, Photography, Flight Data Officer, Recreation Officer

### Information Services

For example: Journalism, Publishing, Communications, Radio and Television, Systems Analyst, Statistician, Foreign Affairs, Property

### Education and Social Services

For example: Social work, Teaching, Armed Forces, Police Force, Sociologist, Lecturer, Research Scientist

## YEAR 10 GEOGRAPHY

Geography uses a spatial framework to understand the interactions between humans and their natural environment. Students are encouraged to become informed about local and global issues. They formulate and evaluate policies to deal with the management of resources in a sustainable manner. Information and communication technologies are applied where appropriate to assist the learning process and as a means of creating and communicating knowledge. The use of Information and Communications Technology is an integral component of the Geography in each area of study.

## Areas of Study

The course consists of a series of three self-contained units:

### Unit 1: Environmental Change and Management

This unit focuses on investigating environmental geography through an in-depth study of a specific environment. This begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. The case study used for this unit will be Coasts as a Natural System.

### Unit 2: Geographies of Human Wellbeing

This unit focuses on investigating global, national and local differences in human wellbeing between places. This examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. Case study materials include Australia, China, and HIV/AIDS in Africa.

### Unit 3: Fieldwork

An extended fieldwork study is undertaken at Phillip Island. The students collect primary data which is manipulated and analysed to form the basis of a comprehensive fieldwork report. This augments their studies of resource management and ecotourism.

### Assessment

Assessment is derived from the various activities during the Semester and utilises a variety of information and communication technology tools.

- Practical exercises
- Map work
- Written responses
- Tests
- Group presentation
- Fieldwork and fieldwork Report

## YEAR 10 HISTORY

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The study of History gives students a well rounded general knowledge of world history which enables them to understand contemporary society and their place in the world. It is a synthesising discipline, which draws upon most elements of knowledge and human experience. History develops an understanding of the concepts of change and continuity, cause and effect, motivation, the role of individuals and empathy. It fosters the skills of comprehension, research, reasoning and the interpretation of written and visual sources. History allows for the thoughtful analysis of complex problems, the confidence to challenge and debate issues and the development of more refined writing skills. It gives students wide ranging skills which are transferable to all tertiary courses. While History in Year 10 is part of the core curriculum, students may choose

to do VCE Unit 1 and/or Unit 2 History in addition to the core subject. VCE or IB History subjects are excellent choices for those students who are interested in pursuing career paths in law, journalism, international relations, teaching, media, drama, writing, publishing, film and television producing, archaeology, anthropology, criminology, museum and library management, research, public relations, administration and charity organisations. History complements many other subjects areas offered at Tintern Grammar such as English, Literature, Economics, Legal Studies, Geography, Visual Arts, Performing Arts, Music, French, German, and Chinese. All the courses offered aim to promote a lifelong interest in the study of history.

### YEAR 10 HISTORY

#### The Modern World and Australia

Period of study: One Semester

This course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In their study of the twentieth century, students are introduced to the concepts of nationalism, imperialism, colonialism, democracy, citizenship, totalitarian dictatorship, racism, human rights, gender, class, socialism, capitalism, fascism, communism, Zionism, national identity, terrorism and religious fundamentalism. Students are aware of the importance of differing interpretations of the past; they use a range of primary and secondary sources, both written and visual, and evaluate them in terms of origin, purpose, context, reliability and objectivity. This fosters historical reasoning and interpretation and students use historical conventions to document sources. The course provides students with knowledge and skills to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

#### Key inquiry questions

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

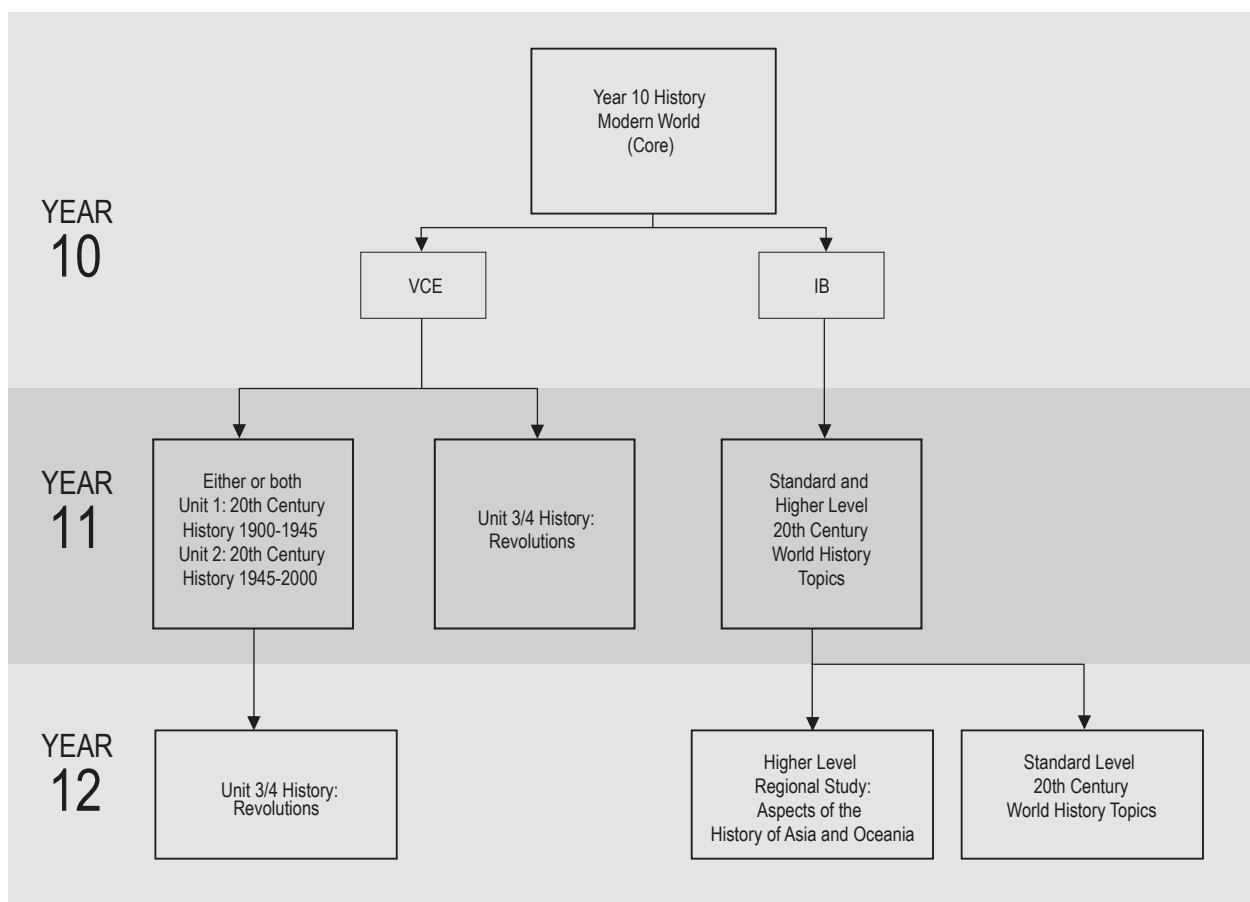
#### Areas of Study

These will be drawn from:

1. World War II (1939-45): An examination of significant events of World War II, including the Holocaust and use of the atomic bomb
2. Rights and freedoms (1945 – the present): An investigation of the struggle for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context
3. The Globalising World (1945 – the present): An investigation of one major global influence that has shaped Australian society in depth, focussing on the environmental movement.



# HISTORY



## Assessment

- Short answer exercises
- Analytical exercises, including visual evidence
- Essays
- Research assignments and tasks
- Oral presentations
- Topic tests
- Film or documentary analysis
- Semester examination

## YEAR 10 MATHEMATICS

There will be three effective learning groups operating at Year 10:

- General Mathematics
- Year 10 Mathematics
- Mathematical Methods: Units 1 and 2 (for students who have successfully completed the Year 9 Accelerated Mathematics course). NB: this course will follow the new Australian Curriculum syllabus introduced in 2016.

Courses for students who are not accelerating will cover appropriate content from the syllabus documented in the Year 10/10A Australian Curriculum.

Prior to the commencement of classes, students and parents are notified of the group allocations. The composition of the groups will be flexible allowing for student movement between groups where necessary.

All Year 10 Mathematics courses will incorporate the use of Casio ClassPad CAS calculators to support learning and to assist with skill development and exploration of concepts.

## YEAR 10 MATHEMATICS

The Year 10 Mathematics course will cover appropriate content from the syllabus documented in the Year 10/10A Australian Curriculum and will cater for the majority of students. This course aims to consolidate and extend mathematical skills as well as introducing students to more open-ended problem solving tasks. Suitable extension work will be provided depending on the learning needs of the student.

Algebra is an important focus for both of this course which aims to prepare students for Mathematical Methods in Year 11. Students are encouraged to consolidate skills regularly and develop sound study skills in order to be fully prepared for assessment tasks.

## Areas of Study

The topics covered in Year 10 Mathematics include:

- Linear Equations and Graphs
- Simultaneous Equations
- Trigonometry
- Algebra
- Geometry
- Measurement
- Quadratic Equations and graphs
- Rational and Irrational Numbers
- Probability

- Exponential Functions
- Statistics

### Assessment

Students will be assessed on a regular basis with topic tests in which they are required to demonstrate their knowledge and skill development, as well as their ability to apply mathematical techniques to practical and non-routine problems. Reports based on investigations and problem solving activities will be assessed. Assessment is also based on two mid-year and two end-of-year examinations.

## YEAR 10 GENERAL MATHEMATICS

This subject aims to consolidate and extend mathematical skills and is designed to prepare students wishing to pursue the General Mathematics/Further Mathematics pathway through to Year 12. It is designed to cater for students who have experienced difficulty with previous Core Mathematics courses or who have undertaken a Year 9 Modified or Focus Mathematics course. Tasks are adapted to cater for individual learning needs and styles, with an emphasis on improving basic skills and applying knowledge to practical applications. Students will apply mathematical knowledge to real world problems. Timetable blocking enables movement of students from the Mathematics group to General Mathematics based on performance and learning requirements.

### Areas of Study

The topics covered include:

- Number skills (including percentages and ratio)
- Trigonometry
- Measurement
- Linear Graphs & solving equations
- Univariate Statistics
- Bivariate Statistics
- Financial Maths
- Geometry

### Assessment

Assessment is based on an end-of-Semester examination, assignments, topic tests and investigations dealing with the application of mathematics.

## YEAR 10 VCE MATHEMATICAL METHODS

### Unit 1

This unit involves the study of:

- Probability: covering introductory probability concepts
- Functions and Graphs: covering graphical representation of linear and non-linear functions and relations including circles
- Algebra: covering the use of formulae and equations to generalise and analyse work in other areas
- Introductory Calculus: covering gradient as a measure of rate of change

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts. This course is a prerequisite for Mathematical Methods Unit 2, which in turn, is prerequisite for Mathematical Methods Units 3 and 4.

### Areas of Study

- Probability
- Functions and Graphs
- Algebra
- Introductory Calculus

### Outcomes

- Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
- Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
- Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator, problem solving exercises, tests, assignments.

### Unit 2

This unit involves the study of:

- Functions and Graphs: covering graphical representation of exponential, logarithmic and trigonometric functions
- Calculus: covering the analysis of properties of functions and approximating the behaviour of functions by lines and rectangles
- Algebra: covering the use of formulae and equations to generalise and analyse work in other areas

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts. This course is a prerequisite for Mathematical Methods (CAS) Units 3 and 4.

### Areas of Study

- Functions and Graphs
- Calculus
- Algebra
- Probability

### Outcomes

- Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
- Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
- Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator, problem solving exercises, tests, assignments.

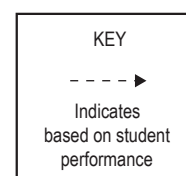
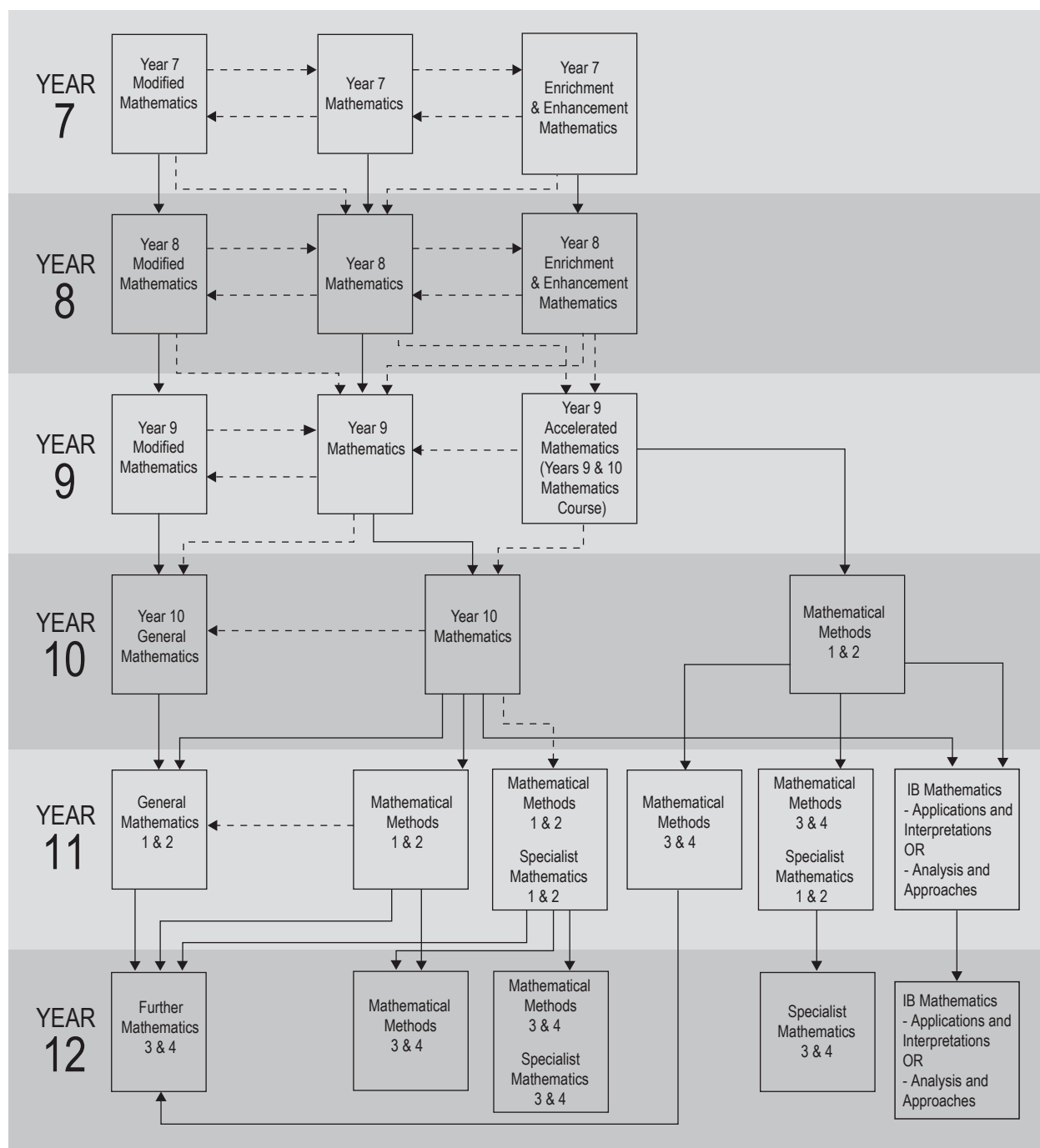
## YEAR 10 PHYSICAL EDUCATION

### YEAR 10 PHYSICAL EDUCATION

The Physical Education course at Year 10 is designed to promote regular physical activity as a means toward the development of student's physical, social and mental wellbeing. The course aims to develop the skills and knowledge that will encourage lifelong participation in regular physical activity. An emphasis is placed on the importance of students taking responsibility for the

# MATHEMATICS

## Common Pathways in Mathematics (Years 7 – 12)



maintenance and improvement of their own health and physical fitness.

Students are exposed to a variety of recreational activities that promote the development of cardio-respiratory fitness, co-ordinated body actions and motor skills. The course also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

They will participate in a selection of sports that will enable them to implement advanced strategies and tactics. The nature of the subject helps students to develop an understanding of their own personal development which includes group work and team dynamics.

#### **Areas of Study: (Girls)**

Semester 1:

- Fitness - Recreational Activities
- Self Defence

Semester 2:

- Croquet
- Golf
- Pilates
- Racquet Sports

#### **Areas of Study: (Boys)**

Semester 1:

- Golf
- Ultimate Frisbee
- Self Defence
- Football Codes

Semester 2:

- Squash
- Spinning
- Stick sports
- Yoga
- Racquet Sports

#### **Assessment**

- Performance and skill competency
- Effort & Enthusiasm
- Peer & Self Assessment
- Organisation - including correct sports uniform

## **RELIGION**

### **VCE RELIGION AND SOCIETY UNIT 2: RELIGION AND ETHICS**

#### **VCE RELIGION AND SOCIETY UNIT 2: RELIGION AND ETHICS**

Religion Studies is part of the core curriculum and is offered as a VCE subject. This course is thus viewed, possibly, as the final year of students' formal Religion Studies. It is also a vital introduction to the methodology and implementation of several VCE subjects.

'Religion and Ethics' explores the world of ethical decision-making in our pluralist society.

It examines issues from multi-media and public debate, often from the perspective of contemporary world religions. It involves considering and analysing the role of influential factors which may include: values, authorities, traditions and conscience. This course encourages students to engage in higher order thinking

and develop their own personal positions within these debates. Ethical method is an important component in several VCE and IB subjects such as Units 3-4 Religion and Society, History, Philosophy and Theory of Knowledge.

#### **Areas of Study:**

- Thinking and deciding
- Religious viewpoints
- Engaging in an ethical society.

#### **Assessment: (to be selected from the following)**

- Short and extended answer responses to media texts within a test framework
- Commentary
- Reflection
- Oral Presentations
- Research Projects
- Examination: Opinion pieces and extended answer responses to a provided issue.

## **YEAR 10 SCIENCE**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as

the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The following topics are studied:

- Genetics: the study of inheritance
- Atomic structure, the Periodic table and Chemical reactions.
- Forces, Motion and Electromagnetism

During Term 4 the students are offered different subject options dependent upon their personal interest and/or subject choices for Year 11

Options:

- Astronomy
- Structures
- Natural Selection and Evolution
- Health and Diseases
- Chemistry

#### Assessment

An integrated approach to assessing performance is used to measure student progress. It includes continuous evaluation of class work, group work, topic tests, practical reports, assignments, oral presentations and extended investigations.

In addition, all students undertake examinations in June and November, based on each Semester's work.

*In 2020, a charge for the Interactive Science Program Education Perfect will be listed on the booklist and charged to parents' school account as a levy.*

## YEAR 10 ELECTIVES

### AGRICULTURE AND SUSTAINABLE FUTURES

Students have the opportunity to explore the world of agriculture with a view to sustainable farming over the semester. This is a highly practical elective which builds on the basic animal management skills gained in year 7 Agriculture. Student are giving the opportunity to work alongside our Farm manager in the day to day running of a working sheep farm in observing and participating where possible in areas such as stock movement, ultrasounds, and animal health. Within the sustainable futures aspect of this course, students explore aspects of biodiversity in our bushland area, complete soil analysis and alternative farming options that are environmentally friendly. As part of the Animal Health unit students explore how farming practices can impact the health of an animal, and measures to improve this.

This elective has four main areas of study

- Greener Farming
- Animal Health
- Biodiversity
- Food for the Future

Assessment is closely linked to the areas of study and includes practical assessments, written research tasks on animal health and sustainable agricultural practices. The major assessment is the creation of a prospectus for a new farming business idea.

During the semester students attend an excursion based on one of the main areas of study.

### HEALTH AND HOME ECONOMICS ELECTIVE: THE CAFÉ EXPERIENCE

#### THE CAFÉ EXPERIENCE

In Year 10 Home Economics students are able to consolidate both the practical skills and the theoretical knowledge developed in earlier years.

The elective involves both a practical cookery component and a theory component.

During practical classes students will be encouraged to work safely and hygienically in the kitchen environment. This will include exploring dishes served in a café and developing an understanding behind running a successful café.

They will be encouraged to develop their cooking skills and work collaboratively as a team with the goal of running a simulated café.

#### Areas of Study

- Kitchen Safety
- Food Safety – Food handling and storage
- Café style food - Assorted recipes
- Planning a café menu
- Costing menu items
- Running a cafe

#### Assessment

Student folio which shows their development during the course

Weekly feedback sessions on food safety, food handling, cooking skills, presentation skills and hygiene

Major assessment is running the simulated café

*NB: A charge of \$130 will be made to the student's accounts to cover the cost of ingredients.*

### INFORMATION AND COMMUNICATIONS TECHNOLOGY

#### ANIMATION AND FILM MAKING ELECTIVE

Students will explore the tools available within Adobe Animate to create engaging animations suitable for deployment on the web. They will also become familiar with the video editing capabilities of Premiere Pro and After Effects. During the second part of this course, students will choose one of these applications as their major focus and then further extend their skill set by creating a significant piece of animation or video.

#### Areas of Study

- The design process
- Animation using Adobe Animate
- Timeline
- Key frames
- Shape, classic and motion tweening
- Buttons
- Scripting to introduce interactivity
- Video editing using Adobe Premiere Pro
- Timeline

- Capturing and importing video
- Editing video clips
- Transitions
- Effects
- Working with audio
- Exporting rendered video
- Enhance video with Adobe After Effects

#### Assessment

- Animation folio
- Video folio
- Major project: Animation or Video.

### CREATING GREAT WEBSITES ELECTIVE

Students will explore the capabilities of Photoshop to prepare images for publication on the web. They are introduced to coding in HTML prior to using Dreamweaver to compile their content into navigable web pages. Combined with their study of Dreamweaver, students will explore cascading style sheets as a means of separating content from the layout and formatting of web pages.

#### Areas of Study

- The design process
- Image manipulation using Photoshop
- Scanning
- Painting
- Colour correction
- Selections
- Filters
- File formats
- Output requirements
- HTML
- Website creation using Dreamweaver
- Templates
- Navigation
- Cascading style sheets
- Formats and conventions
- Accessibility

#### Assessment

- HTML folio
- Photoshop folio
- Dreamweaver folio
- Web site

## LANGUAGES

A study of a language is a cumulative process. Any student who discontinues their language studies after the first Semester unit of Year 10 will not be able, under normal circumstances, to resume the study in Years 11 and 12.

Study of a language other than English is required in the International Baccalaureate (IB) studies. Students can commence an ab initio language study (currently Spanish) if they do not have a language other than English at Year 10.

*NB: Students may choose to discontinue language and select from the elective program or a VCE Unit 1 or 2.*

### YEAR 10 CHINESE

#### Prerequisite: a Pass in Year 9 Chinese.

The study of Chinese in Year 10 should enable students to:

- gain a greater appreciation of the significance of the Chinese language and culture in the global setting of the contemporary world
- continue the progressive development and refinement of the four communicative language skills – listening, speaking, reading and writing – with a focus on real language for real purposes
- communicate effectively in speech and writing
- appreciate and respect the views of others and the way of life, culture and thought in communities where the Chinese language is used
- foster positive attitudes to speakers of Chinese by developing an appreciation of their culture, ideas and lifestyle
- acquire cognitive, affective and socio-cultural skills that may be transferable to other areas of learning
- increase their understanding of the systematic nature of Chinese and languages in general
- understand, describe and react to situations relating to the practical aspects and events of everyday life
- extend and reinforce their mastery of vocabulary and structures through wide reading of a variety of spoken and written text and other media
- enhance future employment and career opportunities.

#### Learning Focus

This is a course for students who are learning Chinese as a second language.

This level focuses on developing the students' capacity to describe people, places and events and to understand levels of formality.

It extends their capacity to scan text for specific information without necessarily understanding every character. The course also focuses on increasing the range of text types students can produce, extending the length of their writing to a number of linked paragraphs. It extends students' capacity to improve the quality of their writing through drafting and editing, and their capacity to correct errors by heeding advice from the teacher either orally or by means of a designated correction code. Students' ability to use Chinese and their knowledge of Chinese culture is extended through the use of Chinese computer software and interaction with the Chinese-speaking community.

The course emphasis is on communication through development of the four macro-skills of listening, speaking, reading and writing. These skills are based on topics of interest to students at this level. Pronunciation and pinyin/ character writing receive particular attention and practice. Cultural aspects are integrated throughout the course.

#### Content

- asking for advice
- indicating where someone or something is
- describing actions and people
- talking about school life, facilities, subjects and exams
- expressing own opinions
- talking about leisure life
- making comparisons
- talking about appearance and personality
- health



## Learning Outcomes

During Year 10 students will undertake to:

- use language at a level of formality appropriate to the speaker's relationship with conversational partner(s)
- describe people, places, items and events by adapting and imitating models, but with more creativity and detail than at earlier levels
- gather information relevant to everyday life and use it for various purposes and activities
- employ various strategies to retrieve information from texts
- participate in largely structured, practised conversational or transactional role plays requiring familiar language to be used in new ways
- present factual information and express a personal point of view in oral presentations and structured class discussions
- identify the main and supporting ideas, or a sequence of events, in passages
- write two or more linked paragraphs for personal or social purposes, using models imaginatively as well as the drafting process and correction code.

## Assessment

Regular assessment takes place across the four communicative macro-skills: listening, speaking, reading and writing as evidenced through class work, tests and set homework. A half yearly exam is administered.

## Additional Information

Entry into the annual CLTAV Chinese Reading Competition is encouraged.

An optional language excursion to a Chinese speaking country may be offered from time to time.

## YEAR 10 FRENCH

### Prerequisite: a Pass in Year 9 French.

The study of French in Year 10 should enable students to:

- continue the progressive development and refinement of the four communicative language skills – listening, speaking, reading and writing – with a focus on real language for real purposes
- communicate effectively in speech and writing
- appreciate and respect the views of others and the way of life, culture and thought in communities where the French language is used
- foster positive attitudes to speakers of French by developing an appreciation of their culture, ideas and lifestyle
- acquire cognitive, affective and socio-cultural skills that may be transferable to other areas of learning
- increase their understanding of the systematic nature of French and languages in general
- formalise their knowledge of grammar and syntax
- understand, describe and react to situations relating to the practical aspects and events of everyday life
- extend and reinforce their mastery of vocabulary and structures through wide reading of a variety of spoken and written text and other media
- enhance future employment and career opportunities.

## Learning Focus

This level focuses on developing the students' capacity to describe people, places and events and to understand levels of formality. It extends their capacity to scan text for specific information without necessarily understanding every element. The course also focuses on increasing the range of text types

students can produce, extending the length of their writing to a number of linked paragraphs. It extends students' capacity to improve the quality of their writing through drafting and editing, and their capacity to correct errors by heeding advice from the teacher either orally or by means of a designated correction code.

The course emphasis is on communication through development of the four macro-skills of listening, speaking, reading and writing. These skills are based on topics of interest to students at this level. Cultural aspects are integrated throughout the course.

## Content

- tenses
- reflexive verbs
- present, passe compose, imparfait, future
- imperative forms
- negation
- pronouns
- conjunctions
- adjectives
- contrasting
- Text types: letter, diary entry and short story
- daily routine
- discussing plans and outings
- talking about school. subjects, teachers and daily routine at school
- relationships

## Learning Outcomes

During Year 10 students will undertake to:

- use language appropriate in level of formality to the speaker's relationship with conversational partner(s)
- describe people, places, items and events by adapting and imitating models, but with more creativity and detail than at earlier levels
- gather information relevant to everyday life and use it for various purposes and activities
- employ various strategies to retrieve information from texts
- participate in largely structured, practised conversational or transactional role plays requiring familiar language to be used in new ways
- present factual information and express a personal point of view in oral presentations and structured class discussions
- identify the main and supporting ideas, or a sequence of events, in passages
- write two or more linked paragraphs for personal or social purposes, using models imaginatively as well as the drafting process and correction code.

## Assessment

Regular assessment takes place across the four communicative macro-skills: listening, speaking, reading and writing as evidenced through class work, tests and set homework. A half-yearly examination is administered.

## Additional Information

Students have the opportunity to participate in an optional exchange program in France.

## MEDICAL SCIENCE ELECTIVE

This one-Semester elective is designed for the advanced science student with an interest in the biomedical sciences. This subject aims to extend the interested science student in their knowledge of the human body in both its natural and diseased state and medical ethics, particularly in relation to technological

advancements. Students develop interpretative, reasoning and analytical skills.

They work independently and in small groups developing effective communication skills. The students will investigate and focus on the following subject areas:

- Basic Physiology
- Cardiology
- Neurology
- Respiratory Sciences
- Basic diseases and their treatments and community responses to the diseases
- Medical Ethics

#### Assessment

An integrated approach to assessing performance is used to measure students' progress. It includes topic tests, written reports, oral presentations and a Bioethics essay.

## OUTDOOR AND ENVIRONMENTAL STUDIES

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Outdoor and Environmental Studies runs for one semester and has both practical and theoretical components. While participating in outdoor activities, students are asked to examine the environment around them and begin to understand interactions between humans and nature as well as the relationships that shape our impact on the natural environment. The subject involves four periods per two-week cycle as well as a significant number of occasions when lessons extend into recess and lunchtime. Once or twice a term students are also asked to participate in lessons that extend beyond normal school hours. The extended lessons enable the class to undertake the off-campus adventure based outdoor activities that are used as tools to challenge and engage students.

The aims of this elective are:

- To encourage students to make positive and safe choices surrounding risk taking
- To use different outdoor skills to explore the natural environment and study the flora and fauna in each area.
- Encourage a relationship with each environment so that students may begin to understand how to care for, sustain and behave appropriately in each natural environment.
- To provide opportunities for students to make decisions both individually and as group members, act on them and reflect on the outcomes of these decisions
- To develop responsible attitudes to personal and group safety in the outdoors
- To better understand the motivations for outdoor experiences and the environmental impacts that humans have when exploring and conserving natural environments.

#### Areas of Study

##### Humans in the outdoors:

- Examining the variety of ways in which people experience and respond to outdoor environments
- Investigating the interplay between perceived risk and real risk

##### Outdoor Environments:

- Determining the rationales for codes of conduct relating to recreational activities
- Exploring the characteristics of outdoor environments and identifying what makes each environment unique

These areas of study are explored through a mix of theoretical and practical study, which may include:

- white water activities
- mountain bike riding
- climbing
- navigation
- campcraft
- outdoor cooking
- search and rescue skills
- coastal exploration (Semester 1)
- alpine environments (Semester 2)

#### Camps

Students are expected to take on responsibility for the planning and logistics of their extended focus trip. The nature of this trip is determined by the weather and environmental conditions at the time, however, it is usually taken as a single 4 day camp and an additional full day practical experience. In the past, Semester 1 trips have been water based, while Semester 2 involves an Alpine snow camp experience. All practical component of the course are assessed and are therefore compulsory for all students to attend.

#### Assessment

Semester report comments relate to:

Participation in activities (including personal organisation, level of effort shown, responsibility shown and awareness of others)

Unit reviews whereby students reflect in writing on their experiences during lessons and camps. A major research assessment that begins prior to a trip, involves presentations during the trip and a write up and conclusion at the end.

#### Cost

There is an additional charge to the student's account of \$300 to cover the cost of all the adventure activities, camps and equipment use. The School will supply items of equipment for all activities and camps; however, students are required to supply food, their own personal equipment including suitable waterproof and warm clothing as well as sleeping bags (for the snowcamping trip suitable snowbags are hired).

## PERFORMING ARTS ELECTIVE YEAR 10 PHYSICAL THEATRE

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Drama empowers and challenges students to view themselves as creative artists and to take dramatic risks. Through reflection and study of other creative artists (actors, playwrights, designers and directors) students will gain a foundation upon which to base their own creativity. In Year 10 Physical Theatre students develop their acting skills and movement. They analyse scripts to present student-directed scenes in Realism and Non-Naturalism and perform in a group improvised assessment task.

To ensure a safe learning environment suitable for risk taking, the course promotes the development of skills such as teamwork, ensemble skills, leadership, peer mentoring and emotional intelligence.

The course also aims to develop the student's thinking skills (abstract, analytical and critical) by relating the content of each unit to pertinent issues that are relevant to the students. It also endeavours to introduce students to a wide range of dramatic styles and conventions while providing them with vital oral and written communication skills.

This course further develops students' collaborative practice and begins to hone in on individual experiences. More complex, found texts are explored and performance skills built upon through:

- Exploring the delivery and meaning of a text, looking at interpretation, images, intention, character and context using the workshop process and improvisation skills.
- Making links with the outside world of drama through an Individual Project using performance, research, design or technical devices.
- Creating a collaborative, devised Year 10 Workshop Production working with a theme.

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.

#### **Unit 1 Body & Voice-Stanislawski & Grotowski**

- Acting skills, characterisation and directing
- Seminar presentation, theatre reviews
- Presenting scripted drama scenes in a public performance
- Responding to and analysing professional theatre performances

#### **Unit 2 Acting & Space-Brecht & Meyerhold**

- Improvisation and Commedia performance skills
- Breaking traditional performance conventions
- Create physical theatre compositions
- Create experimental theatre performances
- Written textual analysis

#### **Unit 3 Style & Practitioners**

- Explore modern theatrical styles e.g. Theatre of the Absurd
- Through scriptwriting voice important issues
- In-depth exploration of performance skills
- Critically analyse theatrical performances

#### **Unit 4 Practitioner's Project**

- Performance techniques
- Textual analysis for performance
- Production areas and theatre design

#### **Assessment**

- Forming or creating drama e.g. improvisation, analysis of text for performance, directing
- Presenting a polished performance e.g. scripted text
- Director's Notebook 20%  
(Researched presentation of a theatre style)

- Performance – Ensembles 40%
- Research Investigation 20%

E-Portfolio 20%

Workshops, individual / group projects and performances, written folio including learning observations and reflections, reviews and reporting the production process of the group performance.

## **PERFORMING ARTS: MUSIC ELECTIVE**

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Year 10 Music is an elective which runs over one Semester.

This course is designed for both students who are planning to continue on with their music studies, either in the VCE or IB stream, or for students who wish to develop further their music and technology skills without necessarily pursuing further studies at the senior level. It is expected that participants will have some proficiency on an instrument or voice and involvement in a staff co-ordinated music ensemble is highly desirable. Students should have an interest in performing and learning about a wide variety of musical styles and genres. Flexible units will be offered so students can pursue areas of interest within a given framework. Self-directed projects could include such fields of endeavour as: research, composition, arranging, film scoring and projects with a music technology focus.

#### **Areas of Study**

Theory

Musical Elements

Composition

Performance

#### **Assessment**

Tests & Written tasks

Performance

Self-directed project

## **VISUAL ARTS AND DESIGN ELECTIVES**

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Visual Arts and Design electives offer students a range of skills and are aimed at developing knowledge and understanding of specific studio forms. The elective subjects prepare students for Visual Arts and Design subjects at either IB or VCE.

#### **ART EXPLORATIONS ELECTIVE**

An Introduction to VCE Art /Studio Arts, and IB Visual Arts.

This one semester elective focuses on exploring processes and techniques as well as making art works in a variety of media, including drawing, painting, mixed media and printmaking.

Students will also investigate themes, ideas and cultures and visit an art exhibition.

Students will:

- Use a visual diary for developing and discussing works
- Explore, experiment and use a variety of materials and techniques
- Use a variety art forms including drawing, painting, printmaking and digital photography when making artworks

*A levy of \$60 materials used will be charged to the student's account.*

#### **PHOTOGRAPHY ELECTIVE**

This one semester elective explores the technical and creative aspects of photography through the use of DSLR Cameras and digital applications such as Adobe Photoshop, Adobe Bridge and smart phones.

Students are required to complete a range of photographic assignments to produce a folio of photographic works. This is supported by a Visual Diary in which they :

- plan and document their working methods
- research the history of photography
- analyse and interpret photographs

*A levy of \$50 materials used will be charged to the student's account*

### TEXTILE DESIGN & TECHNOLOGY

This one semester elective is designed to enable students to further explore various aspects of Textiles as an art form. Technical aspects such as material manipulation and techniques, construction methods and embellishment are covered. Students will also investigate Artists and designers, themes, ideas, cultures and wearable art forms.

Students will

- Use a Visual Diary to record and reflect upon refined technical skills, research and development skills.
- Annotate and evaluate their own work and work of other designers/artists.
- Explore and incorporate a range of techniques and investigate garment construction and creating final textiles piece(s) as an art form— allowing for confidence and clear preparation for VCE or IB and beyond.

*A levy of \$60 will be charged to the students account*

### GRAPHIC DESIGN ELECTIVE

This one semester elective explores the further development of technical drawing and rendering, product design and Adobe Illustrator and Photoshop. Students explore various design concepts and visual communication in a variety of context. It prepares students who are interested in pursuing a design based course such as Visual Communication Design in VCE and beyond.

Students will

- Explore technical drawing and design elements and principles.
- Research various design forms and sources of inspiration and generation of ideas.
- Annotate their own work and investigate the work of others.
- Work with a variety of manual and digital techniques to create a range of final products that reflect target audience, purpose and specific design outcomes.

*A levy of \$50 for materials will be charged to the students account*

## YEAR 10 STUDENTS AND VCE UNIT 1/2 STUDIES

The Senior College structure provides wider opportunities for some students in Year 10 to consider accelerating in an area and undertake one VCE Unit 1/2 study as part of their Year 10 program.

- VCE studies will be taken as part of the elective block. Depending on availability of spaces (preference will be given to Year 11 students), timetable constraints and an assessment of suitability of a student for a particular subject by a subject selection panel, a Year 10 student may apply to study ONE (only) VCE Unit 1/2 study in lieu of a Year 10 elective in each

semester. A VCE Unit 1/2 subject cannot replace a Year 10 Core subject. Year 10 students wishing to select a VCE subject should complete and submit an application form available from the Careers office in Senior College.

- Students who have successfully completed the Year 9 Accelerated Mathematics course will be able to undertake Mathematical Methods (CAS) Units 1/2 in the Mathematics block in addition to a selected VCE Unit 1/2 within the elective block.
- All Year 10 students who elect to take a VCE Unit 1/2 study will be required to meet the course work requirements, assessment demands and additional classes (possibly after 3.30 PM depending on subject choice) required of any student undertaking the study.
- It will be possible for a Year 10 student to receive an “N” (Not Satisfactory) outcome for the study and to have this recorded on their Victorian Curriculum and Assessment Authority file. It should be noted though that VCE Units can be repeated without penalty in subsequent years.
- In choosing a VCE subject to accelerate into students should seek advice and weigh up how accessible they feel the academic requirements and complexity of the subject will match their stage of development. Some subjects may offer better opportunities for success in acceleration for a given student than others.

### UNIT 1/2 SUBJECTS CONSIDERED AS POTENTIALLY SUITABLE FOR YEAR 10 STUDENTS IN 2020:

Biology  
Business Management  
Chinese 1st Language  
Health and Human Development  
Legal Studies  
Literature  
Mathematical Methods (If student has completed Year 9 Accelerated Mathematics)  
Physical Education  
VET Hospitality  
VET Creative and Digital Media  
Product Design Technology

## THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

### IBO MISSION STATEMENT

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

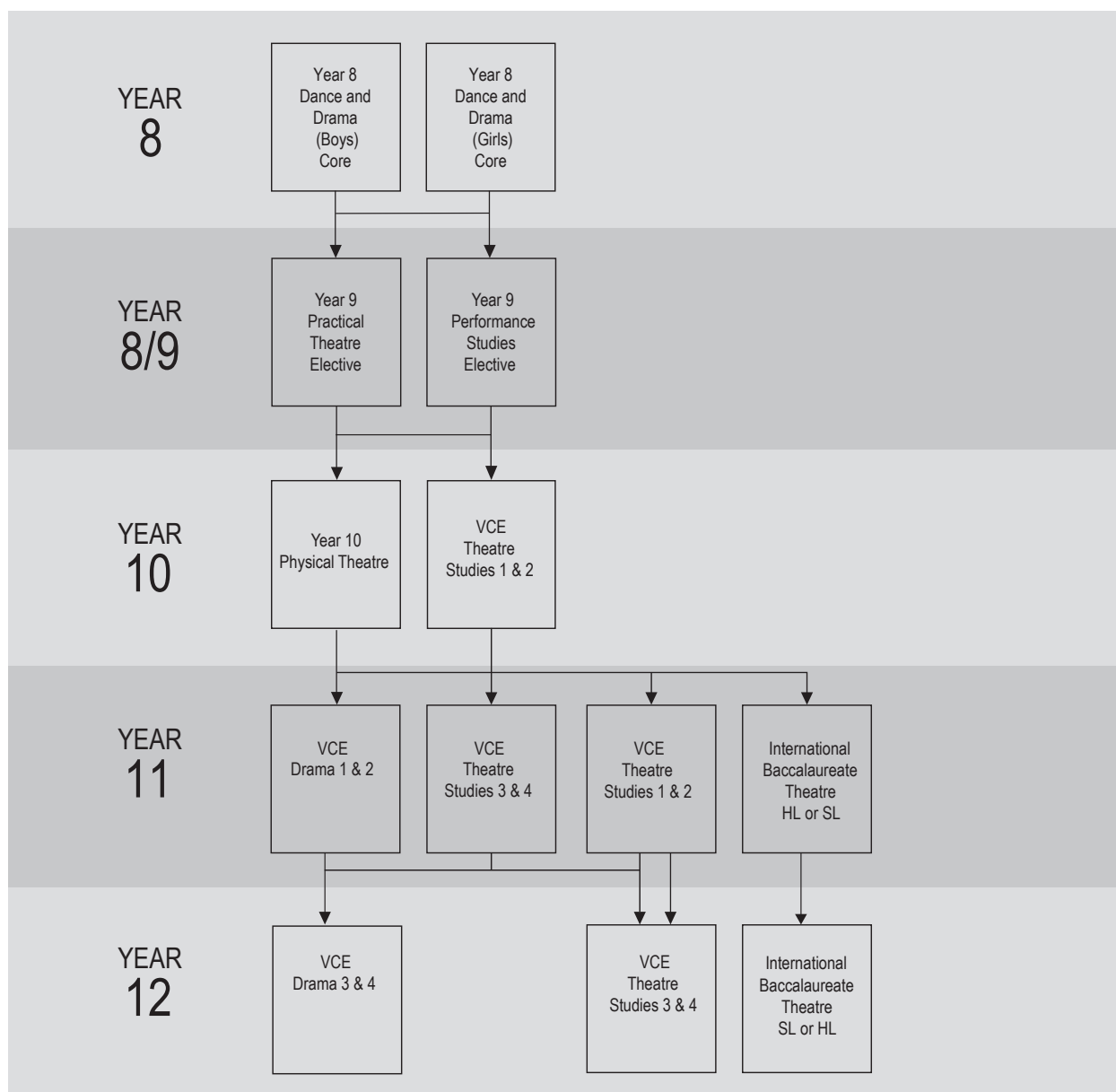
### What is the International Baccalaureate?

The International Baccalaureate (IB) is a comprehensive two year international curriculum designed for university entrance with a distinct emphasis on educating the whole person.

The IB is highly regarded by universities in over 110 countries (including all Australian tertiary institutions) and taught in more than 4000 secondary schools worldwide including over 150 Australian senior secondary colleges. 19 Victorian Schools

## PERFORMING ARTS

### Proposed course pathways to Tintern Performing Arts



offer the IB Diploma. IB students are assessed against the same criteria no matter where they study. The course of study is designed for students aged between sixteen and nineteen. The IB aims to provide students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the world that lies ahead of them. It is recommended that students undertaking the IB be 'all-rounders' with ability and interests across the different subject groups (outlined below). The grades achieved reflect a student's performance relative to international standards and are not influenced by how well other students do.

#### The IB programme aims to:

- educate young people to act intelligently and responsibly in a complex global society
- ensure the acquisition of knowledge and skills in traditional academic disciplines
- foster an appreciation of cultural heritage

- engage in enquiry based learning
- heighten students' awareness of others in the community

Assessment in most subject areas is primarily by external examination but components of internal assessment are incorporated in all subject areas.

#### IB students should have:

- a desire to study at tertiary level whether in Victoria, interstate or overseas
- well rounded ability across all subject areas
- well developed study skills
- enthusiasm for learning and lively inquiring minds
- a sense of social responsibility

#### IB students will be interested in:

- a curriculum recognised worldwide for both depth and breadth of academic studies
- gaining an international perspective



- actively participating in both curricular and co-curricular activities

All students studying for the IB Diploma study six subjects, normally over a period of two years, which must include: English (or in some cases the student's first language); a second language; Mathematics; a humanities subject and a science subject. Three subjects are taken at Higher Level, providing depth and challenge. The other three subjects are taken at Standard Level, for balance and breadth.

*Note: Students must select one subject from each of Groups 1–5 and either Visual Arts, Music or Theatre Arts from Group 6 or a second subject from groups 3 or 4. Under special circumstances students may alternatively be able to select a second subject from Group 2.*

Each student will select, by the start of the second year of the IB course, three subjects to be taken at 'Higher Level' and three subjects to be taken at 'Standard Level'.

Recommended teaching time for Higher Level subjects is 240 hours across the two year program and 150 hours for Standard Level subjects.

*NB: Enrolment in the IB Diploma program involves an additional fee of \$1200 to cover costs charged to the school by the IB Organisation for materials and assessment programs. This fee will be charged separately to the standard tuition fee over Terms 1, 2 and 3 in the second year of the Diploma.*

## COMPULSORY COMPONENTS

### Creativity, Activity and Service (CAS)

Implicit in the philosophy of the International Baccalaureate is the belief that education involves more than the acquisition of subject specific knowledge and skills. Through their CAS Program, students engage in activities which extend the individual and provide an opportunity for service to others. Over two years, students regularly engage in a range of experiences with a reasonable balance between creativity, activity and service.

#### Creativity

This can be interpreted very widely. For example: designing stage sets for a Tintern drama production, being part of the orchestra, or contributing to the organisation of a service activity.

#### Action

This implies physical activity and could well cover activities such as extra-curricular school sport or being part of the Tintern swimming or baseball teams. It also covers many other diverse activities such as debating or yoga.

#### Service

Service to others embraces a whole range of different organised projects in local and global communities and also projects which are initiated by individual students. For example, a student might take part in the Red Cross Doorknock Appeal or might initiate a clothing collection for The Mission for Streets and Lanes.

*Note: These three components of CAS are not mutually exclusive. It is possible for a student's interest and involvement to embrace all three areas. A student who is musically gifted, having played a particular musical instrument for years, might elect to teach a fellow student and/or organise a concert for the enjoyment of senior citizens at a local retirement home.*

Essentially, CAS must benefit others as well as the individual. Furthermore, the student must enjoy the CAS activities or else there is something seriously wrong with their program!

### Assessment

The CAS program is administered by the CAS co-ordinator. Every student completes an Activity Report on each activity in which they participate. These reports include a self-evaluation where they reflect upon how she/he has personally developed from engaging in the chosen program. CAS supervisors (members of staff) monitor performance according to the following criteria:

- Attendance and punctuality
- Commitment and effort
- Demonstration of initiative and creativity
- Development of personal skills, e.g. confidence in organisation, public speaking

Completion of CAS is based on student achievement of the seven CAS learning outcomes. This will be evidenced through their documented CAS portfolio. The regional International Baccalaureate Office may request to inspect a student's CAS Activity Reports.

### The Extended Essay

The Extended Essay is defined as an in depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research at introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation. The recommended length of time for candidates to spend on the preparation and writing of the Extended Essay is 40 hours.

#### The Extended Essay involves:

- defining a suitable topic and research question
- devising an outline plan for the research
- accessing appropriate resources such as people, a library, a laboratory
- gathering, analysing, evaluating information / data
- writing an essay of 4,000 words detailing research findings

Students are guided by a supervisor throughout their research.

### Assessment

The Extended Essay is assessed by external examiners appointed by the IBO. The general assessment criteria for the Extended Essay are concerned with how candidates manage aspects of the Essay such as: formulating a well focused research hypothesis, gathering data which is relevant to the topic, engaging in systematic analysis / evaluation of the findings, presenting consistent argument/discussion, and drawing clearly formed conclusions.

### Theory of Knowledge (TOK)

#### Rationale

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. In Theory of knowledge, students reflect on the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the TOK guide.



## Aims

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. understand that knowledge brings responsibility which leads to commitment and action

## Key Concepts

Students will reflect upon the complexity and richness of knowledge, the process of knowing, the scope and limitations of knowledge, who owns knowledge, the value of knowledge and the responsibilities knowledge may bring to individuals and communities.

## Areas of Study

Knowledge Issues: knowers and knowing, nature of knowing, knowledge communities, knowers and sources of knowledge, justification of knowledge claims.

Ways of Knowing: language, sense perception, emotion, reason, imagination, faith, intuition, and memory.

Areas of Knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.

A knowledge framework is used to unpack and compare these Areas. The framework examines: scope, motivation and applications; specific terminology and concepts; methods used to produce knowledge; key historical developments, interaction with personal knowledge.

## Assessment

Assessment is part of the regular teaching and learning programme. In the first year a variety of activities including student presentations, essays, written exercises and the journal are marked internally.

## IB Final Assessment

Year 12

Internal Assessment:

- Oral Presentation on a real-life/contemporary issue (20 marks)

External Assessment:

- Essay prescribed by the IB (40 marks)

# ASSESSMENT FOR THE INTERNATIONAL BACCALAUREATE

Each of the students' **six subjects** undertaken is graded on the following scale:

- Grade 1 Very Poor
- Grade 2 Poor
- Grade 3 Mediocre
- Grade 4 Satisfactory
- Grade 5 Good
- Grade 6 Very Good
- Grade 7 Excellent

Maximum Score: 6 subjects x 7 = 42

For subject-specific assessment information refer to the individual subject descriptions.

## Bonus Points

Up to an additional three bonus points may be earned from The Extended Essay and Theory of Knowledge **making 45 the maximum possible IB score**. A candidate's performance in each of these components will fall into one of five bands:

- Band A Work of an excellent standard
- Band B Work of a good standard
- Band C Work of a satisfactory standard
- Band D Work of a mediocre standard
- Band E Work of a poor standard

The total number of bonus points awarded will be determined according to the following matrix:

Theory of Knowledge:

	A	B	C	D	E
A	3	3	2	2	1
B	3	2	1	1	0
C	2	1	1	0	0
D	2	1	0	0	0
E	1	0	0	0	0 F*

## Awarding of the Diploma

The Diploma will be awarded to students whose total score, including any bonus points, reaches or exceeds 24 points and does not contain any of the following conditions:

- There is a grade 1 awarded in any subject and level
- There are 4 or more grades 3 or below awarded
- Scored F\* for the Extended Essay and Theory of Knowledge
- Not completed the CAS requirement
- Been determined to be guilty of malpractice

For students who score 24 or above there are some additional requirements relating to the number of grades 2 and 3 that are acceptable. The IB Co-ordinator can provide information on these requirements.

Students who do not qualify for the IB Diploma are awarded the IB Certificate and do not receive an ATAR (Australian Tertiary Admission Rank) but may still be eligible for university entry based on applications sent to specific courses through the IB Co-ordinator.

# THE INTERNATIONAL BACCALAUREATE (IB) PATHWAY

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## Years 11 and 12

All students select six subjects to be studied over two years; one subject from each group as listed below.

In **Year 11** students give equal emphasis to all six chosen subjects. **At the end of that year**, each student selects which three of these are at Higher Level (HL) (studied in greater depth) and which three are at Standard Level (SL).

**If a student chooses to transfer to the VCE during Year 11 at the end of Semester 1 or at the end of the year, credit for the equivalent VCE Units 1 and 2 will be given providing set work has been satisfactorily completed.**

*NB: Please note that whilst every effort is made to accommodate every student's subject requests, running each subject is dependent on viable class size numbers of students selecting the subject and on timetable constraints. In order to maximise the number of subjects that can be run it may be necessary to combine some VCE and IB subjects in the one class or to teach the 2 IB Year levels simultaneously. These are standard practices in schools providing both the IB and the VCE. Combinations have occurred at Tintern Grammar in the past in some subjects contained in Groups 2, 3, 4 and 6 and this will continue as the need arises.*

## GROUP 1: LANGUAGE A - FIRST LANGUAGE

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The Language A course is taught in the student's first language, with an emphasis on literature. For most Tintern Grammar students this will be English A. Chinese A or other alternative first languages may be offered to students whose first language is not English, provided a qualified tutor can be found. The costs associated with this tutoring are to be paid for by the student's family.

### IB LANGUAGE A1 - ENGLISH

Students study a range of texts from different genres (including many in translation) and will attend a number of theatrical performances. They will be taught how to explore texts and how to write effectively about them.

#### Areas of Study

- Works in Translation: translations of selected texts from different genres
- Detailed Study: texts from different genres
- Literary Genres: drama texts
- Options: poetry, short stories, non-fiction texts, a play and a novel

#### Internal Assessment

- Written Commentaries (timed and prepared)
- Essays (timed and researched)
- Oral Presentation (15 minute presentation conducted in Semester Two)
- Mid-Year Examination (Year 11 only)
- End of Year Examination

#### External Assessment

- Written Assignment on a text from the Works in Translation list. Worth 25% of total mark externally assessed
- Oral Commentary: students verbally analyse a passage from one of three texts studied. The commentary is conducted under examination conditions within a 15 minute time frame and is externally moderated. (Worth 15% of total mark together with 15% of the Oral Presentation mark in Year 11)

#### External Examination

End of 2nd Year Written Examinations – 50% of total result includes:

- Written commentary on unseen extract of poetry or prose
- Essay responding to a question on texts in the Literary Genres list

## GROUP 2: LANGUAGE B AND LANGUAGE AB INITIO - SECOND LANGUAGE

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Group 2 consists of two modern language courses, Language ab initio and Language B.

Language B is offered in Chinese, English and French in Year 12 only.

Language ab initio is offered in Spanish.

Language ab initio and Language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The two modern language courses develop students' linguistic abilities through the development of receptive, productive and interactive skills.

### LANGUAGE B (CHINESE, ENGLISH, FRENCH)

All three Language B languages are offered at Standard Level (SL) or at Higher Level (HL) for advanced background students.

In the Language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar - the what? of language - is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated

with academic and personal interests. For the development of receptive skills, language B students must study authentic texts, both written and aural, that explore the culture(s) of the target language. **In addition, the study of two literary works is required at HL.**

### LANGUAGE AB INITIO (SPANISH)

Spanish Ab Initio is offered at SL only. The course is designed for students with little or no previous instruction in the target language. It takes students 'from the beginning' and provides them with a foundation for further study of the target language, while developing their ability to communicate in speech and in writing so that they may deal adequately with familiar and practical needs. The course also introduces them to the cultures of Spanish speaking countries.

#### Assessment

- Two examination papers externally assessed
- An oral examination
- Written Assignment

## GROUP 3 STUDY OF PEOPLE IN SOCIETY: ECONOMICS, HISTORY, PSYCHOLOGY

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Students will be asked to rank their preferences for studies in this group. Depending on numbers it is expected that the two most popular subjects will be available.

### IB ECONOMICS

#### Areas of Study

##### Microeconomics

Students will be introduced to the Microeconomic environment through studying Competitive Markets, Elasticities, Government Intervention, Market Failures and Theory of the Firm (HL only)

##### Macroeconomics

Students will begin their study through looking at the various elements of economic activity for an economy, which will lead to a more focussed discussion on the variables which affect Aggregate Demand and Supply. These topics will conclude with a study of macroeconomics objectives, such as inflation and unemployment, along with looking at the macroeconomic policies available to governments – fiscal, monetary and supply side to ensure that sustainable economic activity is maintained within an economy.

##### International Economics

The International Economics component of the course will cover the mechanisms used to determine exchange rates, as well as looking at the relationships between the Terms of Trade, Balance of Payments and the Exchange Rates. This section will conclude with a discussion of the different forms of economic integration and the advantages and disadvantages of each variation.

##### Development Economics

This section begins with students being able to differentiate between economic growth and economic development. It will then move to look at the role of Foreign Direct Investment and aid agencies in the development process, along with international debt.

#### Assessment

Assessment is completed throughout the two years of the course and includes:

##### Internal Assessment (20%)

Students are to complete 3 commentaries of not more than 750 words each for both Standard and Higher Level.

##### External Assessment (80%)

###### Standard Level

Paper 1 examination – Extended Response

- Section A - Microeconomics
- Section B - Macroeconomics

Paper 2 examination – Data Response

- Section A – International Economics
- Section B – Development Economics

###### Higher Level

Paper 1 – Extended Response

- Section A - Microeconomics
- Section B - Macroeconomics

Paper 2 – Data Response

- Section A – International Economics
- Section B – Development Economics

Paper 3 – Quantitative

- Higher level topics only

### IB HISTORY

This is the study of history from an international perspective which is increasingly important in today's world. In the contemporary context, one of globalisation and technological development, different cultures and societies are increasingly in contact and interdependent. It is a two year course. In Year 11 all students study the Twentieth Century History topics as this is the first year of both the Standard and Higher Level courses and then students may proceed to either in Year 12.

#### Areas of Study

Year 11 - SL

##### Twentieth Century World History Topics:

- Authoritarian States (20th century): The emergence of authoritarian states; consolidation & maintenance of power, aims & results of policies. Case Studies include China - Mao, Germany - Hitler, Italy - Mussolini.
- The Cold War : Superpower tensions & rivalries ( 20th century). This topic focuses on rivalry, mistrust & accord; leaders & nations; Cold War crises. Case studies include Berlin Blockade & Berlin Wall, North Korean invasion of South Korea, Cuban Missile Crisis, US intervention in Chile, Soviet invasion of Afghanistan; Hungary, Prague Spring, USSR & eastern Europe (1981 - 1989)

Year 12 - SL

Students may choose to consolidate and extend the material studied in Year 11 or they may choose to study an additional Twentieth Century World History Topic:

Topic 11 Causes and effects of 20th century wars. This topic looks at the causes of war; practices of war and their impact on the outcome; effects of war. Case studies include Asia and Oceania : Chinese Civil War 1946 - 1949; Vietnam War

1964-1975; Africa and the Middle East : Algerian War ( 1954 -1962)

Year 12 - HL

The History of Asia and Oceania:

3 topics are studied :

- China and Korea (1910 - 1950)
- The People's Republic of China ( 1949 - 2005)
- Cold War conflicts in Asia

SL and HL

A) Document Analysis of a Prescribed Subject:

- The Move to Global War: This topic focuses on military expansion from 1931 - 1941. The 2 case studies are Japanese expansion in East Asia, and German and Italian expansion.

SL and HL

B) Internal Assessment:

- Candidates must undertake an historical investigation
- Candidates choose their own topics with the teacher's guidance
- Word limit 1500-2000 words
- Internally assessed by the teacher and externally moderated

C) General Assessment

General assessment for Tintern reporting monitors the student's progress by a selection of assessment tasks chosen from the following:

- analytical exercises, including visual evidence
- essays (timed and research)
- oral and multimedia presentations
- research assignments
- short answer exercises
- responses to literature, film and biographies
- Semester 1 and 2 examinations for Year 11 students
- Mock Examination for Year 12 students

D) IB Final Assessment

SL

External Assessment:

- Paper 1: Document Analysis of a Prescribed Subject (30%)
- Paper 2: Twentieth Century World History Topics (45%)

Internal Assessment:

- The historical investigation (25%)

HL

External Assessment:

- Paper 1: Document Analysis of a Prescribed Subject (20%)
- Paper 2: Twentieth Century World History Topics (25%)
- Paper 3: Aspects of the history of Asia and Oceania (35%)

Internal Assessment:

- The historical investigation (20%)

## IB PSYCHOLOGY

Psychology is the systematic study of behaviour and mental processes. It has its roots in both the natural and social sciences, leading to a variety of research designs and applications, providing a unique approach to understanding modern society.

IB Psychology examines how the interaction of biological, cognitive and sociocultural factors determine human behaviour, thereby adopting a holistic approach. Abnormal and Developmental psychology are studied as options which allow students the opportunity to study a specialised area of psychology in depth (including empirical studies and theories). Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves, and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Despite an apparent emphasis on deterministic, reductionist approaches to understanding human behaviour, some psychologists are adopting a more holistic view of what it is to be human. The rapid increase in globalisation and the use of technology calls for greater insights into how individuals interpret meanings, relationships and health. Psychology addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science, which is an integral part of the Diploma Program.

### Syllabus content

The syllabus for Psychology is divided into four sections:

- Part 1: Core – SL and HL candidates complete three levels of analysis; biological, cognitive and sociocultural. HL candidates complete one extension question.
- Part 2: Options – HL candidates complete two options while SL candidates complete one.
- Part 3: Research Methodology – HL candidates complete both qualitative and quantitative research methods. SL candidates only focus on quantitative research methods.
- Experimental Study – HL candidates complete an experimental study. SL candidates complete a simple experimental study.

### Course Objectives

- Describe, compare and evaluate biological, cognitive and sociocultural influences of behaviour.
- Describe and evaluate theories and empirical studies of psychology
  - Explain, where appropriate, how cultural, ethical, gender, and methodological considerations may affect the interpretation of behaviour.
- Identify and explain the strengths and limitations of explanations of behaviour
- Describe and evaluate theories related to selected options.
- Identify, explain and evaluate empirical studies relevant to the selected options.
- Apply theories and findings of empirical studies to explanations of human behaviour.
- Analyse and compare issues within the selected options.
- Demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation.

In addition to the above, students studying the course at HL will be expected to be able to:

- Explain and evaluate qualitative methods.
- Identify and select appropriate qualitative methods relevant to specified investigations.

- Demonstrate an understanding of the concept and use of triangulation and reflexivity in qualitative research.

### Learning outcomes

The purpose of the learning outcomes is to clarify the content of the syllabus by indicating the depth of understanding and skills expected of students at the end of the course.

There are four general learning outcomes that are common to all three levels of analysis. In addition, there are learning outcomes specific to each level of analysis.

There are two general learning outcomes that are common to all options, providing a general framework that is applicable to each framework in each option. In addition, there are learning outcomes specific to each option.

### Assessment

#### Standard Level

##### External Assessment

Paper 1: Core levels of analysis	50%
Paper 2: Options	25%

##### Internal Assessment

Experimental Study	25%
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#### Higher Level

##### External Assessment

Paper 1: Core levels of analysis	40%
Paper 2: Options	20%
Paper 3: Approaches to research	20%

##### Internal assessment

Experimental study	20%
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## GROUP 4 EXPERIMENTAL SCIENCE: BIOLOGY, CHEMISTRY, PHYSICS

### IB BIOLOGY

Biology is the study of living organisms from their molecular structure and complex metabolic reactions, through to their existence and interactions within the biosphere. The IB Biology course enables students to study a range of topics leading to an understanding of appreciation of the inter-connectedness of life, and to explore some of the knowledge issues associated with scientific endeavour, students apply their understanding through practical activities and analysis of biological research and bioinformatics. Scientific skills are developed through experimental work involving known and unknown outcomes where a problem is defined and investigated. The IB Biology course revolves around four basic biological concepts:

- Structure and function
- Universality versus diversity
- Equilibrium within systems
- Evolution

Biology is offered at both HL and SL.

#### Structure

SL and HL

The core of the Biology program consists of study in six topics:

- Topic 1: Cell Biology
- Topic 2: Molecular Biology
- Topic 3: Genetics

- Topic 4: Ecology
- Topic 5: Evolution and biodiversity
- Topic 6: Human Physiology

HL Only

Those students continuing with Higher Level Biology will study a further five topics:

- Topic 7: Nucleic Acids
- Topic 8: Plant Physiology
- Topic 9: Genetics and Evolution
- Topic 10: Animal Physiology

#### Options

- Option A: Neurobiology and Behaviour
- Option B: Biotechnology and Bioinformatics
- Option C: Ecology and Conservation
- Option D: Human Physiology

SL students must complete any option from A – D: duration of 15 hours each. HL students must complete any option from A – D: duration of 25 hours each.

### Assessment

SL and HL

- Three written examination papers externally assessed (80%)
- Practical/laboratory investigation internally assessed by the teacher and externally moderated by the IBO (20%)
- Group IV Project: multi-disciplinary

### IB CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many tertiary courses such as medicine, biological science and environmental science, and serves as a useful preparation for any career path.

Chemistry is offered at both HL and SL.

#### Structure

SL and HL

The core of the Chemistry program consists of study in eleven topics:

- Topic 1: Stoichiometric relationships
- Topic 2: Atomic Structure
- Topic 3: Periodicity
- Topic 4: Chemical bonding and structure
- Topic 5: Energetics/thermochemistry
- Topic 6: Chemical kinetics
- Topic 7: Equilibrium
- Topic 8: Acids and Bases
- Topic 9: Redox processes
- Topic 10: Organic Chemistry
- Topic 11: Measurement and Data Processing

HL Only

Those students continuing with Higher Level Chemistry will study a further nine topics:

- Topic 12: Atomic Structure
- Topic 13: The periodic table - the transition metals
- Topic 14: Chemical bonding and structure
- Topic 15: Energetics/thermochemistry



- Topic 16: Chemical kinetics
- Topic 17: Equilibrium
- Topic 18: Acids and Bases
- Topic 19: Redox processes
- Topic 20: Organic Chemistry
- Topic 21: Measurement and analysis

#### Options

- Option A: Materials
- Option B: Biochemistry
- Option C: Energy
- Option D: Medicinal chemistry

SL students must complete any option from A-D: duration of 15 hours each. HL students must complete any option from A-D: duration of 25 hours each.

#### Assessment

SL and HL

- Three written examination papers externally assessed (80%)
- Practical/laboratory investigation internally assessed by the teacher and externally moderated by the IBO (20%)
- Group IV Project: multi-disciplinary

#### IB PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles, quarks, to the vast distances between galaxies. The IB course looks at the theoretical, classical physics such as Newtonian mechanics, electromagnetism and thermodynamics as well as modern topics such as astrophysics and relativity. It also allows students to develop traditional practical skills and techniques and increase their use of mathematics, which is the language of Physics. The study of Physics prepares students for continuing studies in engineering, science, medicine and entry into the workforce in a wide range of careers.

Physics is offered at both SL and HL.

#### Structure

SL and HL

The core of the Physics program consists of study in eight topics:

- Topic 1: Measurement and uncertainties
- Topic 2: Mechanics
- Topic 3: Thermal Physics
- Topic 4: Waves
- Topic 5: Electricity and magnetism
- Topic 6: Circular motion and gravitation
- Topic 7: Atomic Nuclear Physics and particle Physics
- Topic 8: Energy production

HL Only

Those students continuing with Higher Level Physics will study a further four topics:

- Topic 9: Wave phenomena
- Topic 10: Fields
- Topic 11: Electromagnetic Induction
- Topic 12: Quantum Physics and Nuclear Physics

#### Options

- Option A: Relativity
- Option B: Engineering Physics
- Option C: Imaging
- Option D: Astrophysics

SL students must complete options from A – D: duration of 15 hours each. HL students must complete any option from A – D: duration of 25 hours each.

#### Assessment

SL and HL

- Three written examination papers externally assessed (80%)
- Practical/laboratory investigation internally assessed by the teacher and externally moderated by the IBO (20%)
- Group IV Project: multi-disciplinary

Due to significant course changes in IB Mathematics, in 2020 Semester 1 only, all IB students will enrol in IB CORE Mathematics. They will complete the Core material and the assessment which is common to all IB Mathematics subjects. This will enable students to better decide on their suitability to enrol in the Mathematics pathways, as outlined below, for the duration of Year 11 and 12.

## GROUP 5 MATHEMATICS: APPLICATIONS AND INTERPRETATIONS (STANDARD LEVEL/HIGHER LEVEL- SL/HL) OR ANALYSIS AND APPROACHES (STANDARD LEVEL -SL)

#### IB APPLICATIONS AND INTERPRETATIONS (STANDARD LEVEL/HIGHER LEVEL -SL/HL)

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

This course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The HL course has matrices and the calculus applications needed for economics.

#### Areas of Study

There are five core topics

- Number and algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability

#### Assessment

- Examinations: (SL) two written examinations externally assessed (80%). (HL) three written examinations externally assessed (80%).
- Exploration: (contributing 20%) - this is a piece of written work that involves investigating an area of mathematics, with an emphasis on mathematical communication (including formulae, diagrams, graphs etc), with accompanying commentary, good mathematical writing and thoughtful reflection. It is internally assessed by the teacher and externally moderated by the IBO.

#### IB ANALYSIS AND APPROACHES (STANDARD LEVEL SL)

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing



mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. It focuses on analytic methods with an emphasis on calculus, generalisation and proof.

#### Areas of Study

There are five core topics

- Number and algebra
- Functions
- Geometry and Trigonometry
- Statistics and Probability

#### Assessment

- Examinations: two written examinations externally assessed (80%)
- Project: an individual piece of work involving the collection of data and its analysis and evaluation. This work is internally assessed by the teacher and externally moderated by the IBO (20%)

## GROUP 6 THE ARTS: MUSIC, THEATRE, VISUAL ARTS, OR AN “ELECTIVE” (A SECOND SUBJECT FROM GROUPS 3 OR 4, OR IN RARE CIRCUMSTANCES FROM GROUP 2)

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### IB MUSIC HL OR SL

IB Music is a two year course designed to promote a greater awareness and understanding of music in a variety of contexts including Western and non-Western. The course encompasses musical analysis, composition and performance. Students will be expected to explore and investigate the musical elements and use appropriate language and terminology to describe and reflect their critical understanding of music.

This appreciation will also be reflected in their composition portfolio and in their performance recitals.

#### HL Areas of Study:

Musical Perception and Analysis  
Solo Performance  
Composition

#### HL Assessment:

Listening paper (2 1/2 hours) 30%  
Musical Links Investigation 20%  
Solo Performance: 20 minute recital 25%  
Creating: 3 pieces of coursework 25%

#### SL Areas of Study

Musical Perception and Analysis and one of the following:  
Solo Performance, or  
Group Performance, or  
Composition

#### SL Assessment:

Listening paper (2 hours) 30%  
Musical Links Investigation 20%  
and one of the following:  
Solo Performance: 15 minute recital 50%  
Group Performance: 15 – 30 min recital 50%  
Creating: 2 pieces of coursework 50%

### IB THEATRE

Theatre is a dynamic, collaborative and live art form.

It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The Theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

#### HL ONLY

#### CREATING THEATRE BASED ON THEATRE THEORY

##### Theatre in context

At HL, students research and examine the various contexts of at least one theatre theorist.

##### Theatre processes

At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.

##### Presenting Theatre

At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.

#### SL & HL

#### WORKING WITH PLAY TEXTS

##### Theatre in context

Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.

##### Theatre processes

Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.

##### Presenting Theatre

Students direct at least one scene or section from one published play text which is presented to others.

## SL & HL

### EXAMINING WORLD THEATRE TRADITIONS

#### Theatre in context

Students research and examine the various contexts of at least one world theatre tradition.

#### Theatre processes

Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.

#### Presenting Theatre

Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.

## SL & HL

### COLLABORATIVELY CREATING ORIGINAL THEATRE

#### Theatre in context

Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.

#### Theatre processes

Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.

#### Presenting Theatre

Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others. Students keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator.

### KEY FEATURES OF ASSESSMENT

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally

### EXTERNAL ASSESSMENT TASKS

#### Task 1: Solo Theatre piece (HL only)

- Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.

## SL N/A HL 35%

#### Task 2: Director's notebook (SL and HL)

- Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

## SL 35% HL 20%

#### Task 3: Research presentation (SL and HL)

- Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

## SL 30% HL 20%

### INTERNAL ASSESSMENT TASK

#### Task 4: Collaborative project (SL and HL)

- Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.

## IB VISUAL ARTS

Visual Arts is offered at both Higher Level (HL) and Standard Level (SL)

The Visual Arts in context area provides a framework for understanding the contexts of visual arts through theoretical practice, art-making practice and curatorial practice. Students consider works of artists from a variety of cultural contexts and consider how these contexts have influenced their creation and informed how meaning and significance is transferred to an audience. Students identify the techniques and conventions used by artists when making art and consider how the range of forms, media, processes and techniques are used to realize artistic intentions. Students are required to view artworks within exhibitions and consider how curatorial interventions can also contribute to the ways works are perceived. Students are required to explore this area through a variety of art-making forms.

The Visual Arts Methods area of the course allows students to explore the different processes involved in art-making. It provides students with the opportunity to develop the necessary skills and techniques required to make art as well as to observe and reflect upon their own developing art practice. Students are encouraged to identify their preferred modes of working, their preferred use of media, techniques and processes and begin to realize their strengths and intentions. Students are required to explore this area through a variety of different art-making forms.

The Visual Arts Methods & Context areas provide a range of opportunities for students to explore theoretical practice, art-making practice and curatorial practice.

### The core syllabus will be composed of 3 parts:

**Part 1. Visual Art in Context:** The cycle of inquiry, considering and comparing work from a variety of cultures, historical, social contexts. Analyzing, interpreting, comparing, evaluating, using art vocabulary. Reflection and understanding.

**Part 2. Visual Arts Methods:** Experimenting with techniques, media, processes, developing a body of resolved and unresolved work, self review and critique, documentation in visual arts journal.

**Part 3. Communication Visual Arts:** This 3rd part has to do with understanding curatorial processes, what makes an effective exhibition and selecting and presenting the students own work.

*Theoretical Practice 20% - Comparative study – Externally Assessed*

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. The student is required to compare and contrast the work of (at least 2) different artists, different techniques for making art and theory behind the work (HL students will also include a reflection of how this relates to their own work)

SL 10-15 screens

HL 10-15 screens & 3-5 screens comparing own work

#### *Art-Making Practice 40% - Process portfolio – Externally Assessed*

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

The Process Portfolio reflects the students journey of art-making, their engagement with different media and techniques, and processes involved in making their own body of works.

SL: 9-18 pages/screens submitted.

HL: 13-25 pages/screens submitted.

#### *Curatorial Practice 40% - Exhibition – Internally Assessed by Teacher*

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students reflect on changes made during the process of creation and provide a rationale for the decisions regarding the selection of certain pieces for exhibition.

SL: 4-7 artworks, exhibition, text exploring pieces in at least **2 different media**, with reflective commentaries (150- 300 words each). and a curatorial rationale of max 400 words

HL: 8-11 artworks, exhibition text exploring at least **3 different media**, with reflective commentaries ( 150-300 words each) & a curatorial rationale max 700 words. The exhibition is focussed on the most resolved works that show the greatest technical accomplishment and considers how a students has taken the audience into account when displaying the works.

#### **Works included in the exhibition cannot be included in the Process Portfolio.**

**Art making forms are:** *Two Dimensional such as (but not limited to) drawing, painting printmaking; Three Dimensional such as (but not limited to) sculpture, designed objects (architecture, fashion etc.) site specific such as installation and mural. Lens / electronic and screen based forms such as ( but not limited to): animation, photography, and video.*

*Note: sound is not an assessable aspect of the artworks.*

**Visual Art Journal:** *Throughout the course students are expected to keep a journal to document their ideas. The journal is not directly assessed but is regarded as a **fundamental activity of the course.***

Throughout the course students at both SL and HL are **required** to maintain a visual arts journal. The aim of the visual arts journal is to support and nurture the acquisition of skills and ideas, to record developments, and to critique challenges and successes. It is expected that much of the written work submitted for the assessment tasks at the end of the course will have evolved and been drawn from the contents of the visual arts journal.

This is the students own record of the two years of study and should be used to document:

- the development of art-making skills and techniques
- experiments with media and technologies
- personal reflections about art
- their responses to first-hand observations
- creative ideas for exploration and development

- their evaluations of art practices and art-making experiences
- their responses to diverse stimuli and to artists and their works
- detailed evaluations and critical analysis
- records of valued feedback received
- challenges they have faced and their achievements.

## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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### YEAR 11 VCE (UNITS 1 AND 2)

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Accounting  
Art  
Business Management  
Drama  
Economics  
English Studies:  
    English  
    English Language  
    Literature  
    English as an Additional Language  
Geography  
Health and Human Development  
History: 20th Century  
Legal Studies  
Languages: Chinese / French / German  
Mathematics: General Mathematics  
                  Mathematical Methods  
                  Specialist Mathematics  
Music: Music Performance  
Physical Education  
Psychology  
Science: Biology / Chemistry / Physics  
Theatre Studies  
VCE VET Hospitality  
VCE VET Creative and Digital Media  
Visual Arts and Design:  
    Art / Studio Arts - Textiles, Photography  
    and Printmaking  
    Product Design and Technology  
    Visual Communication Design

*N.B Please note that whilst every effort is made to accommodate every student's subject request, running each subject is dependent on viable class size as determined by the numbers of students requesting the subject and on timetable constraints.*

### YEAR 12 VCE (UNITS 3 AND 4)

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Accounting  
Business Management  
Drama  
Economics  
English Studies:  
    English  
    English Language  
    Literature  
    English as an Additional Language  
Geography  
Health and Human Development  
History: Revolutions  
Legal Studies

#### Languages:

Chinese  
French  
German

#### Mathematics:

Further Mathematics  
Mathematical Methods  
Specialist Mathematics

Music: Music Solo Performance  
Outdoor and Environmental Studies  
Physical Education  
Psychology  
Religion and Society

Science: Biology  
Chemistry  
Physics

Theatre Studies  
VCE VET Hospitality  
VCE VET Creative and Digital Media  
Visual Arts and Design:  
VCE Art  
VCE Studio Art - Textiles, Photography  
and Printmaking  
Product Design and Technology  
Visual Communication Design

## UNITS 3–4 VCE SUBJECT SELECTION FOR YEAR 11 VCE STUDENTS

As some Year 10 students have elected to study a VCE Unit 1 and 2 subject in Year 10 it would be appropriate for Year 11 students to consider 1 VCE Unit 3 and 4 subject in place of a VCE Unit 1 and 2 as part of their Year 11 VCE programme.

Their purpose may be:

- to extend a Year 10 VCE subject (Maths Methods)
- to undertake a subject of personal interest at an accelerated level
- to learn how to respond most effectively to the assessment structure in Year 12

Students interested in studying a Unit 3-4 subject should complete a form available from the Careers office as part of the subject selection process.

Applications will be reviewed by a panel of staff who will consider the student's progress in relevant subjects as well as their approach to their studies.

A recommendation will be made as to whether the student's level of performance has equipped them to undertake their Unit 3-4 selection in Year 11. In most cases confirmation will be given by the beginning of Term 4 but in some situations the decision will be withheld until December, awaiting the student's final Year 10 results.

Students need to ensure that studying a Year 12 subject does not detract from their Year 11 studies.

## PROCEDURE FOR CHANGING OR WITHDRAWING FROM A VCE STUDY

All VCE studies must be registered with the Victorian Curriculum and Assessment Authority (VCAA). To ensure that records are accurate and up to date, the correct procedure must be followed if wishing to withdraw from a VCE study.

The correct procedure at Tintern Grammar is:

- Discussion with parents
- Discussion with the subject teacher
- Appointment with the Careers Consultant to discuss regulations, impact on possible career direction and prerequisite subjects and current performance
- Change Subject Form: sent home for parent signature and approval
- Appointment with the Careers Consultant to finalise details
- Withdrawal notified through VASS to VCAA.

NB: VCAA imposes 'last possible' dates each Semester for WITHDRAWAL from a study, without incurring a penalty. The STUDY will simply NOT BE RECORDED on your VCE statement if withdrawn before the set date.

Failure to withdraw by the SET DATE means that the study will be recorded on the VCE statement as N or FAIL.

## VCE COMMERCE

The Commerce Department offers a range of VCE subjects for students interested in the world of Commerce and Civics. VCE subjects available for selection from Units 1 to 4 are:

- Accounting (Units 1 & 2 offered at Year 11)
- Business Management (Units 1 & 2 offered at Years 10 & 11)
- Economics (Units 1 & 2 offered at Year 11)
- Legal Studies (Units 1 & 2 offered at Years 10 & 11)

### VCE ACCOUNTING

Units 1 & 2 of this subject are offered to Years 11 students.

What is the subject about?

Ever wanted to understand one of the main keys to successfully operating a business, or are just interested in money and how to manage it and you enjoy using computers? If so, Accounting may be the subject for you.

Unit 1 – Role of accounting in business

Ever wanted to understand one of the main keys to successfully operating a business, or are just interested in money and how to manage it and you enjoy using computers? If so, Accounting may be the subject for you.

The focus of Accounting Unit 1 is for you to explore the establishment of a business and the role of accounting in the determination of business success or failure. In this, you will consider the importance of accounting information to stakeholders.

### Areas of Study

#### The role of accounting

In this area of study, you will investigate the reasons for establishing a business and possible alternatives to operating a business. Explore types of business ownership, factors

that lead to the success or failure of a business, sources of business finance and ethical considerations. You will 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.

### **Recording financial data and reporting accounting information for a service business**

In this area of study, you will investigate the role of accounting in generating financial data and accounting information. Use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. You will use both manual methods and ICT to record financial data and report accounting information. Then 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.

#### **Outcomes**

For this unit, you are required to demonstrate achievement of two outcomes.

#### **Outcome 1**

On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

#### **Outcome 2**

On completion of this unit, the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

#### **Assessment**

- School-Assessed Coursework (SAC) – Usually a folio of short test
- Written Examination (June)

### **COMPLEMENTARY SUBJECTS**

VCE Economics, VCE Legal Studies, VCE Business Management, VCE Mathematics subjects, VCE Information Technology subjects

### **POSSIBLE CAREER APPLICATIONS**

Entrepreneur – establishing or operating a small business, Accounting, Finance, Banking, Law, Management, Marketing, Administration, Small Business (generally), Government, Project Management, IT, Property

### **Unit 2 – Accounting and decision-making for a trading business**

This Unit focuses on the accounting process for sole proprietors operating a trading business, with an emphasis on inventory, accounts receivable, accounts payable and non-current assets.

#### **Areas of Study**

##### **Accounting for inventory**

In this area of study, you will learn why the strategic management of inventory is a key factor in the success or failure of a trading business. Investigate the 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 discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.

### **Accounting for and managing accounts receivable and accounts payable**

In this area of study, you will learn why managing accounts receivable and accounts payable successfully is essential to maintaining an adequate cash flow for a business. Record and report transactions relating to accounts receivable and accounts payable. 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. You will also investigate the ethical considerations involved in managing accounts receivable and accounts payable and the effects of these on business performance.

### **Accounting for and managing non-current assets**

In this area of study, you will 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. Calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

#### **Outcomes**

For this unit, you are required to demonstrate achievement of three outcomes.

#### **Outcome 1**

On completion of this unit, the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

#### **Outcome 2**

On completion of this unit, the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

#### **Outcome 3**

On completion of this unit, the student should be able to record and report for non-current assets and depreciation.

#### **Assessment**

- School-Assessed Coursework (SAC)
- Written Examination (November)

### **Unit 3 – Financial accounting for a trading business**

This subject can be undertaken in Year 11 or 12.

#### **Recommendation**

It is an advantage for you to have undertaken both Units 1 and 2 prior to commencing Unit 3, however this is only a recommendation.

#### **What is the subject about?**

You will focus on financial accounting for a trading business owned by a sole proprietor, highlighting the role of accounting as an information system. 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. You will interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.



## Areas of Study

### Recording and analysing financial data

In this area of study, you will focus on identifying and recording financial data for a business. Use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. You will also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

### Preparing and interpreting accounting reports

In this area of study, you will develop your understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. Apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions. You will also undertake an analysis of accounting reports and interpret the information, taking into account relevant ethical considerations, in order to evaluate the performance of the business.

#### Outcomes

For this unit, you are required to demonstrate achievement of two outcomes.

##### 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

On completion of this unit, the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

#### Assessment

- School-Assessed Coursework (SAC)
- Written Examination (November)

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

At least 30% of the School-assessed coursework must be ICT based.

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

Continuing from Unit 3 this subject deepens your knowledge and skills with respect of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.

## Areas of Study

### Extension of recording and reporting

In this area of study, you will further develop your understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Prepare accounting reports using manual methods and ICT. Consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business. You will also

examine ethical considerations that may affect the recording and reporting of financial data and business performance.

### Budgeting and decision-making

In this area of study, you will learn why business owners must plan for future activities if they are to successfully manage their business. You will prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. Also, discuss and evaluate the ethical considerations associated with business decision-making and business improvement.

#### Outcomes

For this unit, you are required to demonstrate achievement of two outcomes.

##### 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

- School-Assessed Coursework (SAC)
- Written Examination (November)

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

At least 30% of the School-assessed coursework must be ICT based.

## VCE BUSINESS MANAGEMENT

### Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. How businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

#### Areas of Study

##### The business idea

Students will investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

##### External environment

Students will consider factors from the external environment such as legal, political, social, economic, technological, global and corporate responsibility factors and the effects these may have on the decisions made when planning a business.



## **Internal environment**

Students will investigate how the internal environment affects the approach to and success of business planning. Factors, such as business models, legal business structures and staffing will be considered.

### **Outcome 1**

On completion of this unit the student 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

### **Outcome 2**

On completion of this unit the student 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.

### **Outcome 3**

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**

May include:

- Case study analysis
- Business Research
- Development of a business plan
- Business simulation exercise
- Essay
- Test
- Analytical exercises
- Media analysis
- Investigation and report

## **Unit 2 – Establishing a business**

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

### **Areas of Study**

#### **Legal requirements and financial considerations**

Students will be introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

#### **Marketing a business**

Students will develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes.

#### **Staffing a business**

Students will examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must

be addressed and the relationship between employers and employees within a business.

## **Outcomes**

### **Outcome 1**

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

### **Outcome 2**

On completion of this unit the student 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.

### **Outcome 3**

On completion of this unit the student 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**

May include:

- Case study analysis
- Business Research
- Development of a business plan
- Business simulation exercise
- Essay
- Test
- Analytical exercises
- Media analysis
- Investigation and report

## **Unit 3 – Managing a business**

### **What is the subject about?**

Do you have an interest in working in the “big end of town” or are you looking toward a career in human resources or customer relations? If so, Business Management may be the subject for you. The unit explores the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### **Areas of Study**

#### **Business Foundations**

Students will study key characteristics of businesses and their stakeholders. They will investigate potential conflicts between and the different demands of stakeholders on a business. As well as examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies

#### **Managing employees**

Students investigate essential factors such as motivation and training involved in effectively managing employees during

their time at a business to ensure the business objectives are achieved.

### Operations Management

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

### Outcomes

For this unit, you are required to demonstrate achievement of three outcomes.

Outcome 1 – On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Outcome 2 – On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Outcome 3 – On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

### Assessment

- School-Assessed Coursework (SAC) - 50%
- Written Examination (November) - 50%

SAC will be taken from the following styles, but are predominantly designed in a similar way to the final examination:

- Case Studies
- Topic Tests
- Media Analysis
- Multimedia Presentations

### Unit 4 – Transforming a business

*Note: Unit 4 Business Management forms part of a complete one-year course in Business Management encompassing both Units 3 (description previously) and 4. You must do both units to satisfactorily pass the whole subject.*

You will investigate two significant aspects of modern Large Scale Organisations (LSOs).

- Reviewing performance - the need for change
- Implementing change

### Outcomes

Outcome 1 - On completion of this unit the student 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.

### Outcome 2 – Change Management

On completion of this unit the student should be able to 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

- School-Assessed Coursework (SAC) - 25%
- Written examination in November - 50%

## VCE ECONOMICS

Units 1 & 2 of this subject are offered to Years 11 students.

### What is the subject about?

Ever wanted to be able to answer the “big picture” questions like why can’t the Australian Government give your family \$900 every month? Why is there environmental pollution or why do some people struggle to earn enough to eat whilst others live in relative luxury? Or are you interested in “small picture” questions like how the forces of demand and supply work to determine price of the clothes you wear or the share prices you see on TV? If the answer to any of these questions is YES then this may be the subject for YOU!

### Unit 1 – The behaviour of consumers and businesses

The focus of this introductory unit in Economics is the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

### Outcomes

For this unit, you are required to demonstrate achievement of two outcomes.

- Outcome 1 – Thinking like an economist
- Outcome 2 – Decision making in markets

The Australian economy uses the market-based system to allocate resources. Markets are essentially places where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention.

### Assessment

- School-Assessed Coursework (SAC)
- Written Examination (June)

SACs will be taken from the following styles, but there is flexibility and choice in how you can be assessed. The following are options:

- Case Studies
- Diagram Drawing & Analysis
- Topic Tests
- Folio of Applied Economic Exercises
- Media Analysis
- Multimedia Presentations

### Unit 2 – Contemporary economic issues

The focus of this unit is on contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

## Outcomes

Outcome 1 – Economic growth, long-term economic prosperity and environmental sustainability

On completion of this unit the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.

## Outcome 2

On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.

## Outcome 3 - Global economic issues

In this area of study students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made with regard to these issue/s. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy.

## Assessment

School-Assessed Coursework (SAC) and written examination in November. SACS will be taken from the following styles, but there is flexibility and choice in how you can be assessed:

- Case Studies
- Diagram Drawing & Analysis
- Topic Tests
- Folio of Applied Economic Exercises
- Media Analysis
- Multimedia Presentations
- Examinations

## COMPLEMENTARY SUBJECTS

Accounting, Legal Studies, Mathematical Methods, Further Mathematics, Geography, Information Technology, Health and Human Development, Psychology, Physics, History, VET Hospitality.

## POSSIBLE CAREER APPLICATIONS

Accountancy, Banking and Finance, Business Analysis, Business Ownership, Ecology, Economics, Education, Environmental Economics, Horticulture, Human Resource Management, Marketing, Office Administration, Politics, Project Management, Real Estate, Retail Management, Stock Broking and Finance, Travel and Tourism.

## Unit 3 – Economic Activity

This subject can be undertaken in Year 11 or 12.

In this unit you will investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. You will consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

## Outcomes

Outcome 1 – An introduction to microeconomics: the market system, resource allocation and government intervention

On completion of this unit the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.

## Outcome 2 – Domestic macroeconomic goals

On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.

## Outcome 3 - Australia and the world economy

On completion of this unit the student should be able to explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.

## Assessment

May take any of the following formats

- Case Studies
- Diagram Drawing & Analysis
- Topic Tests
- Folio of Applied Economic Exercises
- Media Analysis

## Assessment

- School-Assessed Coursework (SAC) - 25%
- Written Examination (November) - 50%

## Unit 4 – Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

## Outcomes

For this unit, you are required to demonstrate achievement of two outcomes.

Outcome 1 – Aggregate demand policies and domestic economic stability

On completion of this unit the student should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

## Outcome 2 - Aggregate Supply policies

On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over

the past two years and discuss how achievement of these goals may affect living standards

#### Assessment

- School-Assessed Coursework (SAC) - 25%
- Written examination in November - 50%

### VCE LEGAL STUDIES

Units 1 & 2 of this subject are offered to Year 10 & 11 students.

What is this subject about?

Do you have a keen sense of right and wrong? Are you keen to find out how Australia's legal system affects you and all Australians? Are you interested in a career as a lawyer, law enforcement or are you just curious about how laws are made and enforced? If you answered 'yes' to any of these questions then this may be the subject for you!

#### Unit 1 – Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal and civil law, applying these to actual and/or hypothetical scenarios to determine guilty or liability. Students will also develop an appreciation of the way in which legal principles and information are used in making reasoned judgments.

##### Outcome 1 – Legal foundations

On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.

##### Outcome 2 – Presumption of innocence

On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

##### Outcome 3 – Civil liability

On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

#### Unit 2 – Sanctions, remedies and rights

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

##### Outcome 1 – Sanctions

On completion of this unit the student should be able to explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

##### Outcome 2 – Remedies

On completion of this unit the student should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

#### Outcome 3 – Rights

On completion of this unit the student should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

### Unit 3 – Rights and Justice

Students investigate the rights of the accused and of victims, exploring the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice through examining recent and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice.

#### Outcome 1 – Victorian criminal justice system

On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

#### Outcome 2 – The Victorian civil justice system

On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

### Unit 4 – The people and the law

Students develop an understanding of the significance of the High Court in protecting and interpreting

the Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, while considering the roles of the individual, the media and law reform bodies in influencing law reform.

#### Outcome 1 – The people and the Australian Constitution

On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

#### Outcome 2 – The people, the parliament and the courts

On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

## PERFORMING ARTS VCE DRAMA

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In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of Drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts.

Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

### **Aims**

This study enables students to:

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

### **Structure**

The study is made up of four units.

Unit 1: Introducing performance styles

Unit 2: Australian identity needs to be moved on to the next line.

Unit 3: Devised ensemble performance

Unit 4: Devised solo performance

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. Students apply play-making techniques to give shape and 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.

## **Area of Study 1**

### **Creating a devised performance**

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.

#### **Outcome 1**

On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.

#### **Key skills**

- create, sustain and develop a role to communicate meaning
- explore performance styles from a range of historical, cultural and social contexts

## **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. Students use a range of performance styles to present these stories, ideas and characters to an audience.

#### **Outcome 2**

On completion of this unit the student should be able to perform devised drama works to an audience.

#### **Key skills**

- present a solo and/or ensemble performances
- shape and give form and meaning to stories and ideas

## **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 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.

#### **Outcome 3**

On completion of this unit the student should be able to analyse the development, and the performance to an audience, of their devised work.

#### **Key skills**

- describe the use and manipulation of expressive and performance skills to develop and present characters, stories and ideas
- describe the dramatic potential of stimulus material

## **Area of Study 4**

### **Analysing a professional drama performance**

In this area of study students observe and analyse a performance by professional drama performers. Students learn about ways of establishing, sustaining and manipulating actor–audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance.



#### Outcome 4

On completion of this unit the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

##### Key skills

- evaluate the expressive and performance skills used to communicate character to an audience
- identify and evaluate the effectiveness of conventions, dramatic elements and production areas in communicating meaning in a performance

##### Assessment

May take the following formats:

- paper-based journal
- an e-journal
- a journal that combines hard and soft copy components
- perform devised solo and/or ensemble drama work
- oral and/or written analysis
- multimedia presentation
- responses to structured questions

#### Unit 2: Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance.

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.

##### 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. 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.

#### Outcome 1

On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.

##### Key skills

- use a range of play-making techniques to develop subject matter from stimulus material
- document ways that selected stimulus material can be researched, interpreted and shaped into a performance

#### 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.

#### Outcome 2

On completion of this unit the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

##### Key skills

- present a solo performance or an ensemble performance to an audience
- use performance styles from a range of historical and/or cultural and/or social contexts

#### 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.

#### Outcome 3

On completion of this unit the student should be able to analyse the development, and performance to an audience, of their devised work.

##### Key skills

- describe the use of stimulus material to develop and enhance the presentation of characters, setting and context
- analyse how dramatic elements are manipulated in the performance

#### Area of Study 4

##### Analysing an Australian drama performance

In this area of study students observe and analyse a performance by professional drama performers. 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.

#### Outcome 4

On completion of this unit the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners.

##### Key skills

- analyse the expressive and performance skills used to communicate character to an audience
- analyse ways in which performance styles, conventions, dramatic elements and production areas have been manipulated to communicate meaning in a performance



## Assessment

May take the following formats:

- paper-based journal
- an e-journal
- a journal that combines hard and soft copy components
- perform devised solo and/or ensemble drama work
- oral and/or written analysis
- multimedia presentation
- responses to structured questions

### 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. 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. 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. 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.

#### Outcome 1

On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

##### Key skills

- explore dramatic potential of stimulus material and use play-making techniques to develop characters for an ensemble performance
- use play-making techniques to give dramatic form to an ensemble performance
- manipulate dramatic elements, production areas and conventions in an ensemble performance

## 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. 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.

#### Outcome 2

On completion of this unit the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

##### Key skills

- analyse the dramatic potential and use of stimulus material
- describe, analyse and evaluate play-making techniques used at different stages of the development of a devised ensemble performance that goes beyond a representation of real life as it is lived

#### 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.

#### Outcome 3

On completion of this unit the student should be able to analyse and evaluate a professional drama performance.

##### Key skills

- analyse and evaluate the representation of characters within a performance
- analyse and evaluate the manipulation of conventions, dramatic elements and production areas within a performance

#### Contribution to final assessment

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

## OUTCOMES

### Outcome 1

Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

#### Marks Allocated

100

#### Assessment Tasks

Development and presentation of characters within a devised ensemble performance. Each student should have approximately 5 to 8 minutes of primary focus performance time in the work.

## Outcome 2

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

### Marks Allocated

25

### Assessment Tasks

Analysis of the development and performance of characters from the ensemble work developed for Outcome 1. The analysis and evaluation may be presented in one or both of the following formats:

- an oral presentation
- written responses to structured questions.

## Outcome 3

Analyse and evaluate a professional drama performance.

### Marks Allocated

25

### Assessment Tasks

An analysis and evaluation of a play selected from the Unit 3 Playlist. The analysis and evaluation will be presented as written responses to structured questions.

### Total marks

150

## 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.

Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

### 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 in Outcome 2. 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.

## Outcome 1

On completion of this unit the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

### Key skills

- manipulate the conventions of application of symbol and transformation of character, time and place
- devise a solo performance in response to a given stimulus

### 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. The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.

## Outcome 2

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

### Key skills

- use stimulus material to devise a solo performance in response to a prescribed structure
- present a solo performance devised in response to a prescribed structure

### 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.

## Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

### Key skills

- describe and analyse interpretation of characters in a devised solo performance
- describe, analyse and evaluate creative processes used to develop a devised solo performance

### Contribution to final assessment

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

### Outcomes

#### Outcome 1

Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

### Marks allocated

Task 1: 15

Task 2: 10

### Assessment tasks

#### Task 1

A one- to two-minute presentation of a solo demonstration derived from given stimulus material  
AND

#### Task 2

A short oral or written statement, which describes techniques used in the demonstration.

#### Outcome 3

Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

### Marks allocated

25

### Assessment tasks

Analysis and evaluation of the solo performance devised in Outcome 2. The analysis and evaluation may be presented in one or both of the following formats:

- an oral presentation
- written responses to structured question

### Total marks

50

### External assessment

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

### Contribution to final assessment

The performance examination will contribute 35 per cent to the study score. The written examination will contribute 25 per cent to the study score.

\*Please refer to the Performing Arts Pathways Chart.

## VCE ENGLISH STUDIES

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### VCE ENGLISH 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

Students develop the ability to respond to a range of texts, including fiction, non-fiction, print and film texts. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers.

### Area of Study 2: Analysing and presenting argument

Students focus on the analysis and construction of persuasive texts. They explore the use of persuasive language and the presentation of argument. In considering the presentation of arguments in oral form, students learn about the conventions of oral communication for persuasive purpose. Texts will be drawn from a variety of sources and will draw largely on the media.

#### Unit 1 Outcomes might include:

- An analytical response essay on a studied text which discusses key aspects of the text
- Written and oral analyses of the use of persuasive language in a media text
- A range of imaginative, expository and persuasive writing
- The mid-year examination will include two written tasks selected from the above list.

### VCE ENGLISH 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

Students investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. They produce a written comparison of selected texts, exploring similarities and differences in ideas, issues and themes.

### Area of Study 2: Analysing and presenting argument

Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They practise developing and presenting reasoned points of view on issues in the media.

#### Unit 2 Outcomes might include:

- An analytical response which compares features of two studied texts
- The creation of written and oral persuasive texts
- A range of imaginative, expository and persuasive writing
- The mid-year examination will include two written tasks selected from the above list.

### VCE ENGLISH UNIT 3

The focus of this unit is on reading and responding, both orally and in writing, to a range of texts. Students analyse how the authors of texts meaning and the different ways in which texts can be interpreted. They are encouraged to develop competence in creating their own written texts by exploring ideas suggested by their reading and viewing within a chosen context.

#### Areas of Study

- Reading and responding to literary texts
- Creating and presenting texts
- Using language to persuade

### Outcomes

- A written response to a selected text
- At least one sustained written text created for a specific audience and context or three to five shorter texts created for a specific audience(s) and context(s). (Note: Students must also provide written explanations of their decisions about form, purpose, language, audience and context).
- Writing which analyses the use of verbal and visual language in three or more persuasive texts that debate a current issue in the Australian media and a sustained and reasoned point of view on the selected issue in written or oral form. (Note: One task, but no more than one task in Unit 3 must be in oral form).

### Assessment

- School-assessed coursework for Unit 3 contributes 25% to the study score
- The end-of-year examination contributes 50% to the study score

### VCE ENGLISH UNIT 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create their own written texts suggested by their reading and viewing within a chosen context. They explain the creative choices they have made as authors in relation to form, purpose, language, audience and context.

#### Areas of Study

- Reading and responding to print or non-print texts
- Creating and presenting texts

### Outcomes

- An extended written interpretation of one selected text
- At least one sustained written text created for a specific audience and context or three to five shorter texts created for a specific audience(s) and context(s). (Note: Students must also provide written explanations of their decisions about form, purpose, language, audience and context).

### Assessment

- School-assessed coursework for Unit 4 contributes 25% to the study score
- The end-of-year examination contributes 50% to the study score

## VCE ENGLISH LANGUAGE

### UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential part of human behaviour and it is vital to the way we relate to each other. In this unit, students consider the way language is organised so that it allows humans to make sense of their experiences and to interact with each other. Students explore the functions of language as a system of signs affected by different cultural situations. Students also explore the relationship between writing and speech as the dominant modes of communication.

#### Area of study 1: The nature and functions of language

Students consider the way language performs in a range of contexts in both written and spoken modes. Language is a system of signs which can be interpreted in a number of different ways, but students are also shown the rule-governing

conventions of language, such as word order and affixation. Students also consider the way speaking, writing and sign interact to affect meaning and communication. Language choices are also affected by situational and cultural contexts and that language is never a neutral and transparent means of representing reality. Students learn the five subsystems and are introduced to a range of appropriate metalanguage.

#### Area of study 2: Language Acquisition:

This area of study focuses on the developmental stages of child language acquisition. Students categorise the different stages of child language acquisition, drawing on recent research and proven theories. Students also examine the similarities and differences between first and additional language acquisition.

Possible outcomes may include:

- A folio of annotated texts
- An essay
- An investigative report
- An analytical commentary
- A case study
- Short answer questions

### UNIT 2: LANGUAGE CHANGE

Students explore the way language has changed and evolved over the centuries. They explore texts from the past and present and consider how all the subsystems are affected by language change. Students also consider how language change will affect the future of English. Students consider the cultural repercussions of the spread of English.

#### Area of study 1: English across time

Students examine the changes that have occurred to English over time and relate these changes across the five subsystems. Students examine the origins of English and the influence that other culture had on the development of language. Students also examine the concept of standardisation and the notion of correct English, linking this to how languages might continue to change to meet the needs and values of its users.

#### Area of study 2: Englishes in contact

Students explore the global spread of English by learning about the development and decline of languages as a result of English contact. This area of study looks at the elevation of English as a global language and the reasons why English came to be associated as the global lingua franca. English pidgins and creoles are studied as a result of this English spread and students learn a variety of features for a selection of Englishes. Students begin to consider the way global Englishes are also used as a marker of identity and difference. They also apply this concept to contemporary Australian society.

Possible outcomes may include:

- A folio of annotated texts
- An essay
- A case study
- An analysis of data
- Short answer questions
- An investigative report

### VCE ENGLISH LANGUAGE: UNIT 3

#### Areas of Study

- Informal Language
- Formal Language

### Outcomes

- A short answer test on written and spoken informal texts
- An analytical commentary on formal language
- A folio of annotated samples of formal and informal, written and spoken texts

## VCE ENGLISH LANGUAGE: UNIT 4

### Areas of Study

- Language variation in Australian society
- Individual and group identities

### Outcomes

- An expository essay on language in Australian society
- A written report of a variety of Australian English

### Assessment:

School-assessed coursework contributes 50% to the study score.  
The end-of-year examination contributes 50% to the study score.

## VCE LITERATURE

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VCE Literature Unit 1 and 2 is available as an elective to suitable Year 10 students in addition to their normal Year 10 English studies. Students with a strong interest in literature and writing are encouraged to consult their Year 9 English teacher regarding their suitability to student Unit 1 and 2 Literature in Year 10.

### VCE LITERATURE UNIT 1

The study of Unit 1 Literature focuses on how writers construct their work and how meaning is created for readers in a variety of forms such as poetry, drama, short stories and novels. Students examine the context in which the work was created, the views and values conveyed by the text and how different forms convey meaning in different ways.

### Areas of Study

- Readers and their responses
- Ideas and concerns in texts
- Interpreting non-print texts

### Outcomes

- Close reading analysis of the creation of meaning within various contexts
- Analytical essay on how authorial concerns and ideas are presented
- Analytical study of non-print texts

### Assessment

- School-assessed coursework and end-of-Semester examination

### VCE LITERATURE UNIT 2

The study of Unit 2 Literature focuses on student's critical and creative responses to texts reflecting the aspects of the texts studied such as characters, structure and the main concerns. They explore how culture can influence interpretation and shape meaning by comparing texts and their use of literary features.

### Areas of Study

- The texts, the reader and their contexts
- Comparing texts

### Outcomes

- Close reading analysis of the creation of meaning within various contexts
- Analytical essay on how authorial concerns and ideas are presented
- Analytical study of non-print texts

### Assessment

- School-assessed coursework and end-of-Semester examination

### VCE LITERATURE UNIT 3

The study of Unit 3 Literature focuses on how writers construct their work and how meaning is created for readers in a variety of forms such as poetry, drama, short stories and novels. Students examine the context in which the work was created, the views and values conveyed by the text and how different forms convey meaning in different ways.

### Areas of Study

- Views, values and contexts
- Adaptations and transformations
- Considering alternative viewpoints

### Outcomes

- Essay on how views and values are endorsed and/or criticised in a text
- Essay on how meaning is created using the conventions of one text form and how this meaning changes when a text is adapted to another form
- Analytical essay discussing a review of a text and how an interpretation of a text is justified

### Assessment

- Unit 3 school-assessed coursework contributes 25% to the final study score
- Unit 4 school-assessed coursework contributes 25% to the final study score
- Written examination in November contributes 50% to the final study score

### VCE LITERATURE UNIT 4

The focus of Unit 4 Literature is on student's creative and critical responses to texts.

### Areas of Study

- Creative responses to texts
- Close analysis of texts

### Outcomes

- Compose a creative response to a studied text utilising techniques and concerns of original text and write a commentary reflecting on the use of these devices
- Write a critical analysis of key passages from a text and relate to them to an interpretation of the text as a whole

### Assessment

- Unit 3 school-assessed coursework contributes 25% to the final study score
- Unit 4 school-assessed coursework contributes 25% to the final study score
- Written examination in November contributes 50% to the final study score



## VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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The VCE English EAL syllabus for Units 1 & 2 follows the same guidelines and structure as VCE English Units 1 & 2. Materials are adapted and modified to cater for additional language acquisition. The Areas of Study remain identical. In Area of Study 1 for Unit 1 students must read and study at least one set text. In Area of Study 1 for Unit 2 students must read and study two set texts. For assessment of Outcome 2, at least one of the texts studied should be spoken or have a spoken component which allows for the assessment of listening skills.

### VCE EAL UNIT 1

The focus of this unit is on the reading of a range of texts, particularly novels and persuasive writing, to analyse the ways in which meaning and arguments can be constructed and interpreted. Written skills and oral communication are important elements in this unit.

#### Areas of study

1. Reading and responding
2. Creating and responding
3. Using language to persuade

#### Assessment

1. Analytical essay on a character from set text
2. Creative Writing pieces
3. Analysis of persuasive language

### VCE EAL UNIT 2

Unit 2 of English as a Second Language builds upon the analysis of writing and persuading, with an emphasis on communication and technology. New methods of communicating, such as blogs, and web pages are examined for meaning. Oral communication is once again an important part of the course.

#### Areas of study

1. Reading and responding
2. Creating and responding
3. Using language to persuade

#### Assessment

1. Analytical essay on set text
2. Written responses to technology
3. Oral presentation of an issue

### VCE EAL UNIT 3

The study of Unit 3 English as a Second Language builds upon the skills of reading, writing, listening and speaking. Students read a range of texts and respond to them critically. An important component of Unit 3 is arguing a point of view, with students using a range of persuasive techniques.

#### Areas of study:

1. Reading and responding
2. Creating and responding
3. Using language to persuade

#### Outcomes

1. An analytical essay on a novel studied during the Semester.
2. A persuasive essay using written techniques to persuade the reader of a point of view.

3. An oral presentation on an issue in the media that presents a persuasive point of view.

#### Assessment

1. Analytical essay is worth 35% of unit mark
2. Persuasive Essay is worth 35% of unit mark
3. Oral presentation is worth 30% of unit mark

### VCE EAL Unit 4

This unit focuses on writing for a range of purposes and prepares students for the end of year examination. While oral communication is not assessed in this unit, it is still an important element in classroom practice.

#### Areas of study

1. Reading and responding
2. Creating and responding
3. Using language to persuade

#### Outcomes

1. Analytical essay is worth 30% of unit mark
2. Writing Folio is worth 70% of unit mark

#### Assessment

Unit 3 contributes 25% of study score  
Unit 4 contributes 25% of study score  
End of year Examination contributes 50% of study score

## VCE GEOGRAPHY

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The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources.

Studying geography allows students to develop a unique framework for understanding the world, enabling them to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Key geographical concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena.

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information



from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

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

The study is made up of four units:

Unit 1: Hazards and Disasters

Unit 2: Tourism

Unit 3: Changing the land

Unit 4: Human population – trends and issues

### Unit 1 - Hazards and Disasters

In this unit students undertake an overview study of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- *Geological* (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- *Hydro-meteorological* (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- *Biological Hazards* include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- *Technological Hazards* are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

### Area of Study 1: Characteristics of hazards

In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from a list, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.

### Outcome 1

On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

### Area of Study 2: Response to hazards and disasters

In this area of study students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful

and destructive disasters. They study natural and human factors influencing the nature of human responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

### Outcome 2

On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### 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. A variety of learning activities and assessment tasks are used that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Possible tasks for assessment in this unit are:

- a fieldwork report of approximately 1500–2000 words and at least one of:
- structured questions
- a case study
- a report
- a folio of exercises.

### Unit 2 – Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit.

### Area of Study 1: Characteristics of tourism

In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world.

The selection of examples should allow students to work with a range of information sources, for example statistical data, digital images, streamed video and a variety of maps at various scales, as well as undertake fieldwork.

### **Outcome 1**

On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.

### **Area of Study 2: Impact of tourism**

In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. They investigate the interconnection of the two selected locations with their surrounding region and national context.

### **Outcome 2**

On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

### **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. 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 will be utilised.

For this unit students are required to demonstrate two outcomes. Possible tasks for assessment in this unit are:

- a fieldwork report of approximately 1500–2000 words and at least one of:
- structured questions
- a case study
- a report
- a folio of exercises.

### **Unit 3 - Changing the land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report.

### **Area of Study 1: Land use change**

In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

### **Outcome 1**

On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.

### **Area of Study 2: Land cover change**

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

### **Outcome 2**

On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

### **Satisfactory completion**

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

### **Assessment of levels of achievement**

Students' level of achievement in Unit 3 will be determined by School-assessed Coursework.

- Structured questions (approximately 50–60 minutes) 25%
- Fieldwork report (approximately 1500–2000 words). 25%
- Analysis of geographic data (approximately 50–60 minutes). 50%

Total marks available 100

### **Contribution to final assessment**

School-assessed Coursework for Unit 3 will contribute 25% to the study score.

### **External assessment**

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

### End of year Examination: Description of task

- Students will answer a series of questions relating to all areas of study in Units 3 and 4
- All of the key knowledge that underpins the outcomes in Unit 3 and the set of key skills are examinable
- The task will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

### Unit 4 - Human population; trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how movements, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

#### Area of Study 1: Population dynamics

In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external, population movements and how they can be long term or short term.

The study is supported with examples from within and between countries with different economic and political conditions and social structures that illustrate the dynamics of population. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

#### Outcome 1

On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.

#### Area of Study 2 - Population issues and challenges

In this area of study students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Issues resulting from these population trends include, among others, meeting healthcare and social service needs. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate the effectiveness of strategies in response to these issues and challenges. Strategies can be selected from government and/or non-government organisations. Comparison of strategies is undertaken within each selected country.

#### Outcome 2

On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

### Satisfactory completion

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

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework.

- Analyse, describe and explain population dynamics on a global scale. Analysis of geographic data (approximately 50–60 minutes). 40%
- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses. Structured questions (approximately 100 minutes). 60%

Total marks available 100

### Contribution to final assessment

School-assessed Coursework for Unit 4 contributes 25%.

### External assessment

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

### Contribution to final assessment

The examination will contribute 50%.

### End-of-year examination

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

### Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.
- The examination will be marked by assessors appointed by the VCAA.

## VCE HEALTH AND HUMAN DEVELOPMENT

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This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Health and wellbeing, and human development are examined as dynamic concepts, which are influenced by a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions.

Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; such as the conditions into which people are born, grow, live, work and age. Variations in health status between populations and nations are studied. The Australian healthcare system is investigated and students research what is being done to address inequalities in health and development outcomes. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. The work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program are investigated and evaluated.

**Units 1 & 2 of this subject are offered to Years 10 and 11 students.**

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### **Unit 1: Understanding health and wellbeing**

In unit 1, the focus is on introducing students to health, wellbeing and human development. Students identify personal perspectives and priorities relating to health and wellbeing, and look at factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. The role of food on health is examined and students conduct research on one youth health focus area.

#### **Areas of Study**

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

#### **Outcomes**

- Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in the health status of youth.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- 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 community aspects. Students look at changes and expectations that are part of the progression from youth to adulthood. The Australian healthcare system is examined and students extend their capacity to access and analyse health information.

#### **Areas of Study**

- Developmental transitions
- Health care in Australia

#### **Outcomes**

- 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.

- 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**

Assessment tasks in units 1 and 2 may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

### **Unit 3: Australia's health in a globalised world**

In this unit, students begin to explore health and wellbeing as a global concept. They consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource as well as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Students study various public health approaches to promote health including the interdependence of different models as they research health improvements and evaluate successful programs.

#### **Areas of Study**

- Understanding health and wellbeing
- Promoting health and wellbeing

#### **Outcomes**

- 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.
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

### **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries. They explore factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation. This unit also looks at global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program.

#### **Areas of Study**

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

#### **Outcomes**

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- 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

School Assessed Course Work for Units 3 & 4 contributes 50% and includes:

### Short written reports

- such as a media analysis
- a research inquiry
- a blog or a case study analysis

### Oral presentation such as

- a debate or a podcast

### Visual presentation such as

- a graphic organiser
- a concept/mind map,
- an annotated poster,
- a digital presentation

Structured questions including data analysis.

## External Assessment

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

### Contribution to final assessment

The examination will contribute 50 per cent.

# VCE HISTORY

VCE Units 1 and 2 History provide an opportunity for students in Year 11 to extend their study of twentieth century world history. History at the VCE Units 3 and 4 levels allows students to further their interests in the Russian and Chinese Revolutions. History subjects can be studied in various combinations. Year 11 students may do Units 1/2 Twentieth century history and/or 3/4 Revolutions.

## Unit 1 VCE: Twentieth century history (1900-1945)

### Areas of Study

#### Crisis and Conflict

The first half of the twentieth century was a period of political upheaval. In Europe by 1914 the traditional world of monarchies had begun to crumble. In the aftermath of the World War I the borders in Europe, Asia, Africa and the Middle East were redrawn, new countries were created and the empires of the defeated powers broken up. In this new order, characterised by economic and social unrest, political ideas such as communism, socialism and fascism gained popular support. In Asia, Africa and the Middle East nationalist movements emerged which blended aspects of Western political theories with local ideas and practices.

The collapse of the traditional order, post-war structures, different political ideas and movements that emerged, and the conflicts that resulted will be examined. The area of study will be drawn from one or more historical contexts; for example, the rise of dictators: Stalin, Mussolini and Hitler; Europe and World War II; French Indochina; rise of Japanese militarism; the Middle East.

#### Social Life

Daily life and social values underwent profound change in the first half of the twentieth century as new economic and

social orders were established. Crises such as The Depression, revolution, movements for independence and the World Wars created major disruption and change to the patterns of everyday life, at times challenging traditional social values and behaviours. Changes in social life in the first half of the twentieth century, the reasons for such changes and the various outcomes for different groups will be examined.

## Cultural Expression

Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore changes in science and technology. This area of study focuses upon the cultural expression of the first half of the twentieth century and its relation to the social, political and economic changes of the period.

## Outcomes

1. Analyse and explain the development of a political crisis and conflict.
2. Analyse and discuss patterns of social life and the factors which influenced changes to social life.
3. Analyse the relationship between the historical context and a cultural expression of the period.

## Assessment

- Outcome 1: Visual Analysis
- Outcome 2: Analytical Essay
- Outcome 3: Film Study
- Semester 1 Examination

## Unit 2 VCE: Twentieth century history 1945–2000

Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, in the period following World War II, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The area of study will be based on one or more contexts; for example, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, or globalisation.

### Areas of Study

#### Ideas and Political Power

The colonial empires once controlled by the great powers of the nineteenth century such as France, Germany and Britain disappeared in the decades following World War II. Some countries, such as Vietnam, Cuba and the Dutch East Indies (present-day Indonesia), gained independence through armed struggle, and others, such as the Malay States and much of Africa, through the diplomatic process. Some newly independent nations such as Korea and Vietnam became the battlefields of the Cold War. Old conflicts, some dating back to settlements made after World War I or earlier, continued throughout the century, sometimes with new force; for example, in the Middle East after the establishment of the state of Israel and the dispersion of Palestinians into neighbouring Arab states; or the conflict in Northern Ireland. In this area of study, students examine a conflict based on competing ideologies of capitalism and communism or ethnic or religious tension.



## Movements of the People

Groups emerged to challenge the way power structures should be organised, distributed and used. In Western society the Civil Rights Movements in the US and Australia, the Women's Liberation Movement, and Gay Liberation questioned traditional attitudes, often enshrined in law, towards race, gender and human rights. Groups of concerned citizens came together to question the legitimacy of the states' authority over issues such as war, the environment, globalisation, and human rights. This area of study focuses upon one or more movements which challenged the political, social and/or economic structures in post-war society, the reasons for the challenge and the outcomes.

## Issues for the Millennium

Despite the work of international agencies such as the United Nations, civil wars and regional conflicts, often based on religious and ethnic tensions, continued as the century drew to a close. Political upheavals, as well as economic and ecological change, swelled the numbers of refugees worldwide. Advances in science, technology and medicine significantly improved the quality of life for many in the world, but diseases such as the AIDS epidemic continued to decimate communities, particularly in Africa and parts of Asia. The interplay between domestic, regional and/or international events and the way in which these events influenced communities and groups around the world will be examined.

## Outcomes

1. Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.
2. Evaluate the impact of a challenge(s) to established social, political and/or economic power.
3. Analyse issues faced by communities arising from political, economic and/or technological change

## Assessment

- Outcome 1: Historiographical Exercise
- Outcome 2: Multimedia/Oral Presentation
- Outcome 3: Research report
- Semester 2 Examination

**Years 11 or 12 may study Units 3/4 VCE HISTORY:**

## Units 3/4 VCE HISTORY: REVOLUTIONS

### Unit 3 or 4: Russian Revolution

This unit focuses on revolution and change in Russia.

## Areas of Study

### Crisis and Conflict

Crisis and conflict focuses on circumstances in Tsarist Russia leading to the emergence of new political ideas about the social and political order which culminated in the Revolutions of 1917. Characteristics of Marxist theory and its interpretation by Lenin and Stalin will be studied, along with the philosophies of other revolutionary parties. The conflict arising from the attempts to implement new social, political and economic ideas by the Provisional Government, Lenin and Stalin will be studied. Students will also investigate the impact of World War I on the downfall of Tsarism and rise of Bolshevism, and the impact of World War 2 on Stalinism. The means by which the Bolsheviks and then Stalin established and legitimised political ideas will be examined.

## Social Life

Through investigation of social life, students will analyse the establishment of new social orders as a result of revolution and implementation of socialist ideas. The increased state intervention in public and private life and the changes experienced by different groups in Stalin's Russia such as collectivization and the persecution of the kulaks will be examined.

## Cultural Expression

Cultural expression focuses on the relationship between the works of artists, writers, illustrators, filmmakers and the political, social and economic changes in pre-revolutionary and post-revolutionary Russia.

The relationship between art and propaganda will be investigated. Films such as *Battleship Potemkin* and *October* will be examined.

## Outcomes

1. Evaluate the role of ideas, leaders, movements and events in the development of the Russian Revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the new society created by the Russian Revolution.

## Assessment

School-assessed coursework for Unit 4 is 25% of the final assessment.

- Outcome 1: Analysis of a visual and/or written document
- Outcome 2: Essay

## Final Assessment

- Externally set and assessed examination contributes 50% to the study score.
- School-Assessed coursework for Units 3 and 4 contributes 50% to the study score.

### Unit 3 or 4: Chinese Revolution

This unit focuses on China 1898-1976.

## Areas of Study

Revolutionary ideas, leaders, movements and events.

The period studied covers China from 1898 to 1949 (100 Days Reform to the Triumph of Mao). This area of study examines the key events and factors that contributed to revolution and the causes of tensions and conflicts within the old regime such as the impact of the Western powers, the role of the Empress Dowager, Cixi, and the increasing dissatisfaction with the Qing dynasty and the attempts to reform. The importance of Western ideas of democracy and liberty, of Sun Yixian's Three Principles of the People and of Mao Zedong's adaptation of Marxist-Leninism will be examined. Revolutionary publications, the contributions of individuals such as Sun Yixian (Sun Yatsen), Yuan Shikai, Jiang Jieshi (Chiang Kaishek), Mao Zedong and Zhou Enlai, and roles of the Guomindang (Nationalist Party) and the Chinese Communist Party will be assessed. Various historians' theories about the causes of the Chinese Revolution are also considered.

## Creating a new society

The period studied covers China from 1949 to 1976 (Communist Revolution to the death of Mao). This area of study looks at the causes of crises of the revolution such as the Hundred Flowers Campaign, the Great Leap Forward and the Cultural Revolution, factional splits, the death of Liu Shaoqi and the difficulties in implementing change. Whether or not the revolution



achieved its goals is assessed. The question of the changes and continuities that the Chinese Revolution brought about in the structure of government, the organisation of society and its values, the distribution of wealth and the conditions of everyday life is examined. The way in which historians debate the success of the Chinese Revolution is also considered.

#### Outcomes

1. Evaluate the role of ideas, leaders, movements and events in the development of the Chinese Revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the new society created by the Chinese Revolution.

#### Assessment

School-assessed coursework for Unit 4 is 25% of the final assessment.

- Outcome 1: Analysis of a visual and/or written document
- Outcome 2: Essay

#### Final Assessment

- Externally set and assessed examination contributes 50% to the study score.
- School-Assessed coursework for Units 3 and 4 contributes 50% to the study score.

## VCE LANGUAGES: CHINESE, FRENCH AND GERMAN - (SECOND LANGUAGE) AND CHINESE - (FIRST LANGUAGE)

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The study of languages contributes to the overall education of students, not only focussing on the area of communication, but also on the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and the global community beyond.

#### Aims

This study enables students to:

- communicate with others in the language in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which the language is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

#### Structure

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes.

#### Areas of Study

The area of study for a language comprises themes and topics, grammar, text types, vocabulary and a variety of kinds of writing. They are common to all four units of the study and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The three prescribed themes (The individual, The language-speaking communities and The world around us) have a number of prescribed topics and suggested sub-topics, as outlined in the individual Study Design documents. The student will be expected to be familiar with the text types described in the individual Study Designs. A wider range of text types may be introduced in the course of the program. Students are expected to be familiar with and able to produce personal, informative, persuasive, evaluative and imaginative writings.

#### UNIT 1 (Chinese and French)

##### Outcomes and Assessment

Students are required to demonstrate achievement of the following three outcomes:

1. An ability to exchange meaning in a spoken interaction in the language.
2. An ability to interpret information from two texts on the same subtopic presented in the language, and respond in writing in the language and in English.
3. An ability to present information, concepts and ideas in writing in the language on the selected subtopic and for a specific audience and purpose.

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

#### UNIT 2 (Chinese and French)

##### Outcomes and Assessment

Students are required to demonstrate achievement of the following three outcomes:

1. An ability to respond in writing in the language to spoken, written or visual texts presented in the language.
2. An ability to analyse and use information from written, spoken or visual texts to produce an extended written response in the language.
3. Ability to explain information, ideas and concepts orally in the language to a specific audience about an aspect of culture within communities where the language is spoken.

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

#### UNIT 3 (Chinese, French and German)

##### Outcomes and Assessment

Students are required to demonstrate achievement of the following three outcomes:

1. An ability to participate in a spoken exchange in the language to resolve a personal issue.
2. An ability to interpret information from texts and write responses in the language.
3. An ability to express ideas in a personal, informative or imaginative piece of writing in the language.

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

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of year examinations.

School-assessed coursework for Unit 3 will contribute 25% to the final study score.

#### **UNIT 4 (Chinese, French and German)**

##### **Outcomes and Assessment**

Students are required to demonstrate achievement of the following two outcomes:

1. An ability to share information, ideas and opinions in a spoken exchange in the language.
2. An ability to analyse information from written, spoken and viewed texts for use in a written response in the language.
3. An ability to present information, concepts and ideas in evaluative or persuasive writing on an issue in the language.

The award of Satisfactory Completion for the unit is based on a decision that the student has demonstrated achievement of these outcomes.

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

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

##### **End-of-year Examinations**

The level of achievement for Units 3 and 4 will also be assessed by two end-of-Year examinations, which will contribute 50% to the final study score (see the relevant VCE Assessment Handbook).

These examinations will consist of:

- Oral Examination
- Written Examination

#### **VCE CHINESE (FIRST LANGUAGE)**

##### **Areas of Study**

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

The three prescribed themes (Self and Others, Tradition and Change in the Chinese-speaking Communities and Global Issues) have a number of prescribed topics and suggested sub-topics, as outlined in the individual study design documents.

The student will be expected to be familiar with a wide range of text types and are expected to be familiar with and able to produce personal, informative, persuasive, evaluative and imaginative writings.

#### **UNIT 1**

##### **Outcomes and Assessment**

Students are required to demonstrate achievement of the following three outcomes:

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

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

#### **UNIT 2**

##### **Outcomes and Assessment**

Students are required to demonstrate achievement of the following three outcomes:

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

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

#### **UNIT 3**

##### **Outcomes and Assessment**

Students are required to demonstrate achievement of the following three outcomes:

1. An ability to express ideas through the production of original texts.
2. An ability to analyse and use information from spoken texts.
3. An ability to exchange information, opinions and experiences.

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

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of year examinations.

School-assessed coursework for Unit 3 will contribute 25% to the final study score.

#### **UNIT 4**

##### **Outcomes and Assessment**

Students are required to demonstrate achievement of the following two outcomes:

1. An ability to analyse and use information from written texts.
2. An ability to respond critically to spoken and written texts which reflect aspects of the language and culture of the communities where the language under study is spoken.

The award of Satisfactory Completion for the unit is based on a decision that the student has demonstrated achievement of these outcomes.

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

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50% of the final study score (see the relevant VCE Assessment Handbook).

##### **Detailed Study**

The student is required to undertake a detailed study during Units 3 and 4, dealing with language and culture through Literature and the Arts. Over the course of these units, approximately 15 hours of scheduled class time should be devoted to the detailed study component. The student will be expected to discuss the detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination. At least

one and no more than two of the six coursework assessment tasks for school-assessed coursework will focus on the detailed study.

### End-of-year Examinations

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50% of the final study score (see the relevant VCE Assessment Handbook).

These examinations will consist of:

- Oral Examination
- Written Examination

## VCE MATHEMATICS

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### INTRODUCTORY INFORMATION - Units 1 and 2

There are 3 VCE Mathematics courses on offer, each dependent on student ability, interest and career aspirations.

#### General Mathematics

This course is flexible in design to cater for a wide variety of abilities and interests. Content areas include algebra, arithmetic, geometry, trigonometry, probability and statistics.

General Mathematics is intended for students who studied Year 10 General Mathematics or who had reasonable success in Year 10 Mathematics but due to difficulty with algebraic manipulation, have chosen not to undertake Mathematical Methods Units 1 and 2. This subject is designed as a background for students who wish to attempt Further Mathematics Units 3 and 4. CAS calculators are used throughout the course to supplement learning.

#### Mathematical Methods

This is a rigorous course with a heavy emphasis on algebra. It is designed as a preparation for Mathematical Methods CAS Units 3 and 4. It is sequential in nature and is completely prescribed with content areas including algebra, co-ordinate geometry, calculus and probability. CAS calculators are used throughout the course to supplement learning.

It is highly recommended that students have achieved a B average or higher in Year 10 Mathematics to be fully prepared for the extra complexity and demands of Mathematical Methods.

#### Specialist Mathematics

This course is designed for able students who also study Mathematical Methods Units 1 and 2 (or who, in the case of accelerated students, have completed Mathematical Methods Units 1 and 2 in Year 10) who are interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. The course incorporates topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4. CAS calculators are used throughout the course to supplement learning.

### INTRODUCTORY INFORMATION UNITS 3 and 4

#### Further Mathematics

This subject is flexible in design to cater for a range of students' needs and aspirations. It can be studied as a single Mathematics subject or in conjunction with Mathematical Methods CAS Units 3 and 4. Further Mathematics is a sufficient prerequisite for many university studies but since prerequisites vary for different tertiary institutions, it is essential that students consult

the Careers Counsellor to clarify the relevant Mathematics prerequisites for tertiary courses.

#### Mathematical Methods

This subject further develops the skills introduced in Mathematical Methods CAS Units 1 and 2 and is largely sequential. Some tertiary courses such as Science, Medicine, some Health Professions, Commerce and Economics at some universities require Mathematical Methods as a prerequisite; however, prerequisites vary for different tertiary institutions. It is therefore essential that students consult the Careers Counsellor to clarify the relevant Mathematics prerequisites for tertiary courses at the various institutions.

#### Specialist Mathematics

This subject is designed to be taken in conjunction with Mathematical Methods CAS Units 3 and 4 by those students who have a keen interest in Mathematics. Content areas include calculus and its applications, vectors and mechanics. It is recommended for specialist tertiary courses in Mathematics, Engineering and Physical Sciences. However prerequisites vary for different tertiary institutions. It is therefore essential that students consult the Careers Counsellor to clarify the relevant Mathematics prerequisites for tertiary courses at the various institutions.

### SPECIFIC DETAILS OF VCE MATHEMATICS COURSES

#### VCE GENERAL MATHEMATICS

##### Unit 1

This unit is studied in Semester one and is intended for students who studied Year 10 General Mathematics, or students who studied Year 10 Mathematics who found difficulty with quadratic algebraic manipulation. It involves the study of algebra relating to linear functions, trigonometry applications extended to non-right angled triangle situations and calculations dealing with measurement involving Pythagoras' Theorem and volume.

Students are required to learn, practise and apply mathematical algorithms, routines and techniques by undertaking investigative projects involving the use of mathematics, solve problems set in both real-life and unfamiliar situations and find solutions to standard problems.

##### Areas of Study

At least four topics will be studied from the list below during the semester:

- Linear relations and equations
- Computation and practical arithmetic
- Financial arithmetic
- Matrices
- Graphs and networks
- Number patterns and recursion
- Shape and measurement
- Applications of trigonometry
- Linear graphs and models
- Inequalities and linear programming
- Variation
- Statistics - Univariate Data
- Statistics - Bivariate Data

##### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.

2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

### Assessment

Assessment is based on one 90-minute multiple choice and short answer examination and one 90-minute analysis examination, problem solving exercises, tests, assignments and investigations.

### Unit 2

This unit covers areas of work which are core topics in Further Mathematics Units 3 and 4. A significant component of this unit is statistical analysis. Matrices are introduced and their applications are explored. Students are required to: learn, practise and apply mathematical algorithms, routines and techniques by undertaking investigative projects involving the use of mathematics. They are also required to solve problems set in real-life and in unfamiliar situations as well as finding solutions to standard problems.

### Areas of Study

At least four different topics to those chosen in Unit 1 will be studied from the list below during the semester:

- Linear relations and equations
- Computation and practical arithmetic
- Financial arithmetic
- Matrices
- Graphs and networks
- Number patterns and recursion
- Shape and measurement
- Applications of trigonometry
- Linear graphs and models
- Inequalities and linear programming
- Variation
- Statistics - Univariate Data
- Statistics - Bivariate Data

### Outcome

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

### Assessment

Assessment is based on one 90-minute multiple choice and short answer examination and one 90-minute analysis examination, problem solving exercises, tests, assignments and investigations.

## VCE SPECIALIST MATHEMATICS

### Unit 1

This unit can only be studied by students who are enrolled in Mathematical Methods Unit 1 or who have successfully completed Mathematical Methods Units 1 and 2 as part of the Accelerated Mathematics Program. It is intended to extend and challenge students and introduce them to the concepts studied in Specialist Mathematics Units 3 and 4. The use of CAS

technology is integrated throughout the course to assist with skill development and exploration of concepts.

Students are required to learn, practise and apply mathematical algorithms, routines and techniques, solve problems set in both real-life and unfamiliar situations and find solutions to standard problems. Specialist Mathematics is highly recommended as preparation for Specialist Mathematics Units 3 and 4.

### Areas of Study

Two topics will be studied from the list below of core content during the semester:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of linear and non-linear relations.

Two or more topics will be studied from the list below of optional content during the semester:

- Logic and algebra
- Transformations, trigonometry and matrices
- Counting techniques
- Graph theory
- Kinematics
- Simulation, sampling and sampling distributions

### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator, problem-solving exercises, tests, assignments.

### Unit 2

This unit continues to extend and challenge students and introduce them to further concepts to be studied and explored in Specialist Mathematics Units 3 and 4. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts. Students are required to learn, practise and apply mathematical algorithms, routines and techniques, solve problems set in both real-life and unfamiliar situations and find solutions to standard problems. Specialist Mathematics Units 1 and 2 is highly recommended as preparation for Specialist Mathematics Units 3 and 4.

### Areas of Study

Two different topics to those chosen in Unit 1 will be studied from the list below of core content during the semester:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of linear and non-linear relations.

Two or more different topics to those chosen in Unit 1 will be studied from the list below of optional content during the semester:

- Logic and algebra
- Transformations, trigonometry and matrices
- Counting techniques
- Graph theory
- Kinematics
- Simulation, sampling and sampling distributions

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator, problem-solving exercises, tests, assignments.

### VCE MATHEMATICAL METHODS

#### Unit 1

This unit involves the study of:

- Probability covering introductory probability concepts
- Functions and Graphs covering graphical representation of linear and non-linear functions and relations including circles
- Algebra covering the use of formulae and equations to generalise and analyse work in other areas.
- Introductory Calculus: covering gradient as a measure of rate of change

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts. This course is a pre-requisite for Mathematical Methods Unit 2, which in turn is a pre-requisite for Mathematical Methods Units 3 and 4.

#### Areas of Study

- Probability
- Functions and Graphs
- Algebra
- Introductory Calculus

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator,

problem solving exercises, tests, assignments.

#### Unit 2

This unit involves the study of:

- Functions and Graphs covering graphical representation of exponential, logarithmic and trigonometric functions.
- Calculus covering the analysis of properties of functions and approximating the behaviour of functions by lines and rectangles.
- Algebra covering the use of formulae and equations to generalise and analyse work in other areas.
- Probability: Counting techniques and applications to probability

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

This course is a pre-requisite for Mathematical Methods (CAS) Units 3 and 4.

#### Areas of Study

- Functions and Graphs
- Calculus
- Algebra
- Probability

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on a 1 hour short answer style examination without access to a calculator, a 2 hour multiple choice and extended response examination with access to a calculator, problem solving exercises, tests, assignments.

### VCE FURTHER MATHEMATICS

#### Unit 3

This study is completely prescribed and extends the concepts introduced in General Mathematics Units 1 and 2. Unit 3 consists of two compulsory core studies and a selection of two from four possible optional modules. The use of technology is integrated throughout the course to assist with skill development and exploration of concepts.

#### Areas of Study

Core Content:

- Data analysis covering the processing of data, correlation and regression and time series.
- Recursion and financial modelling

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.



3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

School-assessed coursework (SACs) - contributes 34% to the study score.

Two 90-minute end-of-year examinations:

- Facts Skills and Application Task (set by VCAA) - contributes 33% to the study score.
- Analysis Task (set by VCAA) - contributes 33% to the study score.

#### Unit 4

This study is completely prescribed and extends the concepts introduced in Further Mathematics Unit 3. Unit 4 consists of a selection of two from four possible optional modules. The use of technology is integrated throughout the course to assist with skill development and exploration of concepts.

#### Areas of Study

Optional Modules

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

School assessed coursework (SACs) - contributes 34% to the study score.

Two 90-minute end-of-year examinations:

- Facts Skills and Application Task (set by VCAA) - contributes 33% to the study score.
- Analysis Task (set by VCAA) contributes 33% to the study score

### VCE MATHEMATICAL METHODS

#### Unit 3

This study is completely prescribed and extends the concepts introduced in Mathematical Methods Units 1 and 2. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

Students are required to:

- learn and practise mathematical algorithms, routines and techniques by undertaking an extended investigative project involving the use of mathematics
- solve problems in both real-life and unfamiliar situations
- find solutions to standard problems.

#### Areas of Study

- Functions and Graphs

- Calculus
- Algebra
- Probability and statistics

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on school assessed coursework (SACs) contributing 34% to the study score, and two end-of year examinations. These examinations comprise a one-hour short answer style examination without access to a calculator (set by VCAA ) contributing 22% to the study score and a two-hour multiple choice and extended response examination with access to a calculator (set by VCAA ) contributing 44% to the study score.

#### Unit 4

This study is completely prescribed and extends the concepts introduced in Mathematical Methods Unit 3. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

Students are required to:

- learn and practise mathematical algorithms, routines and techniques by undertaking an extended investigative project involving the use of mathematics
- solve problems in both real-life and unfamiliar situations
- find solutions to standard problems.

#### Areas of Study

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

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on school-assessed coursework (SAC) contributing 34% to the study score and two end-of-year examinations. These examinations comprise a one-hour short answer style examination without access to a calculator (set by VCAA ) contributing 22% to the study score and a two-hour multiple choice and analysis examination with access to a calculator (set by VCAA ) contributing 44% to the study score.

## VCE SPECIALIST MATHEMATICS

### Unit 3

This study is completely prescribed and extends the concepts introduced in Mathematical Methods Unit 3 and Specialist Mathematics Units 1 and 2. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

Students are required to:

- learn and practise mathematical algorithms, routines and techniques by undertaking an extended investigative project involving the use of mathematics
- solve problems in both real-life and unfamiliar situations
- find solutions to standard problems.

#### Areas of Study

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

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on school assessed coursework (SACs) contributing 34% to the study score, and two end-of-year examinations. These examinations comprise a one hour short answer style examination without access to a calculator (set by VCAA) contributing 22% to the study score, and a two-hour multiple choice and analysis examination with access to a calculator (set by VCAA ) contributing 44% to the study score.

### Unit 4

This study is completely prescribed and extends the concepts introduced in Mathematical Methods Units 3 and 4 and Specialist Mathematics Unit 3. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

Students are required to:

- learn and practise mathematical algorithms, routines and techniques by undertaking an extended investigative project involving the use of mathematics
- solve problems in both real-life and unfamiliar situations
- find solutions to standard problems.

#### Areas of Study

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

#### Outcomes

1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in their areas of study.
3. Students should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques in their area of study.

#### Assessment

Assessment is based on school assessed coursework (SACs) contributing 34% to the study score, and two end-of-year examinations. These examinations comprise a one-hour short answer style examination without access to a calculator (set by VCAA ) contributing 22% to the study score and a two-hour multiple choice and analysis examination with access to a calculator (set by VCAA ) contributing 44% to the study score.

## VCE MUSIC

### 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.

#### Areas of Study

- Performance
- Preparing for Performance
- Music Language

#### Outcomes

1. Prepare and perform a practiced program of contrasting group and solo works.
2. Demonstrate and discuss techniques relevant to the performance of selected works.
3. Identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

#### Assessment

- Performance/s of at least three works including at least one group work and one solo work with accompaniment, as appropriate.
- A demonstration of material chosen to address challenges in performance of works prepared for Outcome 1, for example an assessment task that includes a test or other performance context.
- An explanation of how selected material supports the student's development as an instrumentalist and their preparation of works performed for Outcome 1; the explanation may be presented in one or more of the following formats:
  - oral
  - multimedia
  - written
- Aural, written and practical tasks

## 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.

### Areas of Study

- Performance
- Preparing for Performance
- Music Language
- Organisation of Sound

### Outcomes

1. Prepare and perform a musically engaging program of contrasting group and solo works.
2. Continual development of capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing by identifying and systematically practising relevant material and processes that will enhance their ability to realize the character and style of selected group and solo works. As students undertake individual practice and group rehearsals, they trial the use of strategies, techniques and conventions to enhance their performance.
3. Students study concepts in isolation, from a theoretical perspective and in the contexts of performing and interpretation. They build their general musicianship ability, identifying specific applications for their skills in learning, rehearsal and performance contexts. Students develop their ability to identify, sing, play, and write fundamental components of music language, including intervals, scales and triads. They also re-create and extend short melodic and rhythmic phrases, singing and playing from sight and memory, and practise and refine their ability to notate music by hand. Students use knowledge developed across this area of study to explore character.
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

- Performance/s of at least three works including at least one group work and one solo work with accompaniment, as appropriate.
- A demonstration of material chosen to address challenges in performance of works prepared for Outcome 1, for example an assessment task that includes a test or other performance context.
- An explanation of how selected material supports the student's development as an instrumentalist and their preparation of works performed for Outcome 1; the explanation may be presented in one or more of the following formats:
  - oral
  - multimedia
  - written
- Aural, written and practical tasks
- A composition or an improvisation, and accompanying documentation that describes use of music language in the exercise/s.

## Unit 3: Music Performance

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.

### Areas of Study

- Performance
- Preparing for Performance
- Music Language

### Outcomes

1. 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.
2. Continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions to increase their ability to communicate with an audience.
3. Develop an understanding of music language used for performance, interpretation and critical listening. Students develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students practise and refine their ability to notate music by hand. They further develop their understanding of ways elements of music can be interpreted in the performance of music works. They apply this knowledge through analysis and comparison of ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

### Assessment

- A performance of about 15 minutes duration, including at least one group work and one solo work with accompaniment, as appropriate.
- School-Assessed Coursework: a technical report and performance of solo technical work and exercises.
- School-Assessed Coursework: testing of music language knowledge and aural comprehension skills through the ability

to identify, re-create, notate and transcribe short excerpts of music. Analysis and discussion of the interpretation of expressive elements of music in pre-recorded works.

#### 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.

#### Areas of Study

- Performance
- Preparing for Performance
- Music Language

#### Outcomes

1. 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.
2. Continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop and refine their capacity to use aural, technical and interpretative musicianship skills to enhance their performance. Students identify strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges and optimise their performance. They select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They build their understanding of how to control and manipulate techniques and conventions, increasing their ability to communicate with an audience.
3. Develop an understanding of music language used for performance, interpretation, critical listening and analysis. Students develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students practise and refine their ability to notate music by hand. They further develop their understanding of ways expressive elements of music can be interpreted in the performance of music works. They apply this knowledge to analyse and compare ways in which performers have interpreted a variety of works, including works created by Australian composers/songwriters after 1980 and works by composers working in other times and locations.

#### Assessment

- A performance of about 10 minutes duration, including at least one group work and one solo work with accompaniment, as appropriate.
- School-Assessed Coursework: a technical report and performance of solo technical work and exercises.

- Testing of music language knowledge and aural comprehension skills through the ability to identify, re-create, notate and transcribe short excerpts of music.
- Analysis and discussion of the interpretation of expressive elements of music in pre-recorded works.

Outcomes 2 and 3 for Unit 3 and Outcome 2 for Unit 4 are school-assessed and contribute 30% to the total study score for this subject (20% Unit 3 and 10% Unit 4).

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist. If presenting as a soloist or the only assessed member of a group, a 25 minute Performance Examination program is to be presented at the end of Semester 2, based on repertoire presented in Outcome 1 in each unit of study. This examination contributes 50% to the final study score. If there are 2-3 performers to be assessed within a group, the examination program must be 3 minutes in length.

A 90-minute written examination, based on work covered in Outcome 3 in each unit of study, is held during the end-of-year examination period. It contributes 20% to the final study score.

## VCE OUTDOOR AND ENVIRONMENTAL STUDIES

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### Unit 3 – Relationships with outdoor environments

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

Students consider a number of factors that influence contemporary relationships with outdoor environments.

They also examine the dynamic nature of relationships between humans and their environment.

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

#### Areas of Study

There are two major areas of study:

#### Area of study 1 - Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments.

Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

## Outcome 1

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

### Area of study 2 - Contemporary relationships with outdoor environments

In this area of study students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Students engage in practical outdoor experiences that enable them to collect information about, and reflect on and analyse, contemporary relationships with outdoor environments.

For the purposes of this study, 'contemporary' refers to events and interactions within the last ten to fifteen years.

## Outcome 2

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

### Assessment

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination. School-assessed Coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Key knowledge will include:

- an overview of Australian outdoor environments before humans, including characteristics of biological isolation, geological stability, and climatic variations
- relationships with Australian outdoor environments expressed by specific Indigenous communities before and after European colonisation
- relationships with Australian outdoor environments as influenced by:
  - the first non-Indigenous settlers' experiences
  - increasing population
  - industrialisation
  - nation building
- the foundation and role of environmental movements in changing relationships with outdoor environments
- contemporary societal relationships with outdoor environments reflected in different forms of conservation, recreation, primary industries, and tourism practices
- the factors influencing contemporary societal relationships with outdoor environments, including:
  - the effects of different technologies
  - commercialisation of outdoor environments and outdoor experiences
  - portrayals of outdoor environments and outdoor experiences in the media, music, art, writing and advertising
  - social responses to risk taking
  - social and political discourses about climate change, water management, biosecurity and other contemporary environmental issues.

## Unit 4 – Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.

They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

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

### Areas of Study

There are two major areas of study:

#### Area of study 1 - Healthy outdoor environments

This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments.

Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments.

### Outcome 1

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

#### Area of study 2 - Sustainable outdoor environments

In this area of study students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

Students develop an understanding that management strategies and policies, together with legislation and agreements, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

Students use their outdoor experiences to reflect on the actions taken by individuals and groups in contemporary Australia to maintain the health of outdoor environments.

### Outcome 2

On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments,



and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

### Assessment

The student's 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 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent. Key knowledge will include:

- understandings and critiques of sustainability and sustainable development
- indicators of healthy outdoor environments, including:
  - quality and adequacy of water, air and soil
  - levels of biodiversity, pest and introduced species
- the contemporary state of outdoor environments in Australia, with reference to common themes used in State of the Environment reports
- the importance of healthy outdoor environments for individual physical and emotional wellbeing, and for the future of society
- the potential impact on society and outdoor environments of land degradation, introduced species, climate change, urbanisation and other significant threats.
- at least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following:
  - Marine national parks and sanctuaries (Victoria)
  - Franklin River campaign (Tasmania)
  - Grazing in the Alpine National Park (Victoria)
  - Desalination plant at Wonthaggi (Victoria)
- the methods used by individuals and groups to influence decisions about the use of outdoor environments
- the decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)
- management strategies and policies for achieving and maintaining healthy and sustainable outdoor environments that may be adopted by public and private land managers
- actions undertaken to sustain healthy outdoor environments

### Camps and out of school hours

A number of extended lessons will be undertaken throughout the year to better explore the natural environment. On average, students may expect a practical extended lesson once a month, with all other lessons taking place in the classroom. Not all practical lessons will extend outside of school hours; however, there will be some cases in which the experience will require extra time to ensure safe participation.

Throughout the year students will participate in a variety of overnight and multi-night camps. Students will not miss more than 10 days of school throughout the year. To help minimise the impact of this on other subjects, the camps may run over a weekend. It is important to note that all SAC's and the end of year exam are based on practical experience, therefore these lessons and camps are entirely necessary and compulsory.

There is an additional cost of \$400 to cover all camps and practical experiences. The school will supply all technical equipment; however, students will need to supply their own thermals, wet weather clothing and sleeping bag.

## VCE PHYSICAL EDUCATION

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### 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, and how the systems adapt and adjust to the demands of the activity.

#### Areas of Study:

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

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

They will:

- Evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity.
- Investigate sedentary behaviour, overtraining, and participation at the elite and recreational level, as possible causes of illness and injury to the musculoskeletal system.
- Consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

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

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.

They will:

- Investigate the enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems; from a sociocultural, environmental and physical perspective.
- Explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

#### Outcome 1:

On completion of this unit students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions.
2. 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:

1. 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.
2. 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

In this unit students develop their 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.

### Areas of Study:

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

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.

They will:

- Explore the social, cultural and historical influences on participation in various forms of physical activity, including sport.
- Investigate at the individual and population levels the physical, social, mental and emotional benefits of participating on regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour.
- Investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participating for various population groups and settings.
- Develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour guidelines.
- Identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population.
- Create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

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

In this area of study student will focus on a range of contemporary issues associated with physical activity and /or sport at the local, national and global level.

They will:

- Investigate in detail one issue relevant to physical activity and/or sport. Select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.
- Develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Outcome 1:

On completion of this unit students 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 students 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.

Students will be required to participate in a number of practical classes, as well as theory classes. These will be practical sessions in which physical activity is used to achieve and understand the 'key skills' within each of the outcomes.

Cost: There will be a charge to the student's account of \$70 to cover the cost of activities.

### Assessment

Demonstration of achievement of the Outcomes will be based on the students' performance on a selection of assessment tasks.

Assessment tasks for this unit may include:

- Written report
- Laboratory report
- Case study analysis
- Data analysis
- Visual presentation
- Multimedia presentation
- Oral presentation
- Structured questions
- Reflective Folio

## Unit 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in sport and exercise.

Students investigate the interplay of the three energy systems to performance in sport and exercise. Students explore the causes of fatigue and consider the different strategies used to postpone fatigue and promote recovery.

### Areas of Study

There are two areas of study.

#### **1. How are movement skills improved?**

This area of study focuses on the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills in sport and exercise. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency in movement skills.

This area of study will include:

- Classification of movement skills
- Movement analysis principles
- Biomechanical principles
- Approaches to coaching
- Factors that affect skill development
- Practice strategies
- Different types of feedback

#### **2. How does the body produce energy?**

This area of study focuses on the various systems and mechanisms associated with the production of energy required for human movement. Students consider the cardiovascular,

respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. Students examine the three energy systems and associated fuels, factors contributing to fatigue and the recovery strategies used to return the body systems to pre-exercise conditions.

This area of study will include:

- Fuels required for resynthesis of ATP
- Characteristics of the three energy systems
- Interplay of energy systems in relation to intensity, duration and type of activity
- Oxygen uptake at rest, and during exercise and recovery
- Acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.

Outcomes

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit.

Outcome 1:

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

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 factors causing fatigue and suitable recovery strategies.

### Assessment

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

School-assessed coursework for Unit 3 will contribute 25 percent to the final assessment.

Demonstration of achievement of Outcomes 1 & 2 will be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may include structured questions, laboratory reports, data analysis, case studies, visual presentations, multimedia presentations.

The level of achievement for Units 3 & 4 is also assessed by an end of the year examination, which will contribute 50 percent to the final assessment.

*Please note: There is a charge to the student's school account of \$50 to cover the cost of practical activities.*

### Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at different levels. Students analyse various forms of data to determine requirements of an activity. They will then consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students will participate in a variety of training sessions designed to improve and maintain fitness and evaluate the effectiveness of different training methods.

### Areas of Study

There are two areas of study.

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

This area of study focuses on the information required to form the foundation of an effective training program. Students use data from an activity analysis and determine the fitness requirements of a selected physical activity. They use data collected from participating in a series of fitness tests to inform the design of their training program.

This area of study will include:

- Activity analysis
- Fitness components
- Assessment of fitness – fitness tests

#### 2. How is training implemented effectively to improve fitness?

This area of study focuses on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. Students consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

The area of study will include:

- Strategies to monitor and record training data
- Components of an exercise training session
- Training program principles
- Training methods, including fartlek, interval, plyometric and weight training
- Psychological strategies used to enhance performance and aid recovery
- Nutritional and rehydration recovery strategies
- Chronic adaptations of the cardiovascular, respiratory and muscular systems

Outcomes

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit.

Outcome 1:

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

Outcome 2:

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

### Assessment

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

School-assessed coursework for Unit 4 will contribute 25 percent to the final assessment.

Demonstration of achievement of Outcomes 1 & 2 will be based on the student's performance on a selection of assessment tasks. Assessment tasks for this unit may include a selection of the following: structured questions, written report, reflective folio, data analysis and case study.

The level of achievement for Units 3 & 4 is also assessed by an end of the year examination, which will contribute 50 percent to the final assessment.

Please note: There is a charge to the student's school account of \$50 to cover the cost of practical activities.

## VCE PSYCHOLOGY

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VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychological approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences in group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved in response to new evidence.

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

#### Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

#### Outcomes

On completion of Unit 1, students should be able to:

- describe how understanding of brain structure and function has changed over time, explain how different areas of the brain co-ordinate 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

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

#### Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation.

#### Outcomes

On completion of Unit 2, students 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.

### Assessments for Unit 1 and 2

- School-assessed coursework
- Mid-year and end-of-year examination

### Unit 3:

#### Areas of Study

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

#### Outcomes:

On completion of this unit the student 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.

On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological,

On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

### Unit 4:

#### Areas of Study:

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

On completion of this unit the student 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.

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

### Assessment for Units 3 & 4:

**Unit 3:** 16%

**Unit 4:** 24%

**Examination:** 60%

## VCE RELIGION AND SOCIETY

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### VCE RELIGION AND SOCIETY UNITS 3 and 4 : RELIGION AND SOCIETY

Religion Studies is part of the core curriculum in Years 7-10 at Tintern Grammar and is offered as a VCE Year 12 subject, especially for those students who have completed Unit 2 Religion and Ethics. This new course is therefore considered as a sequential extension of previous years. Year 12 Religion and Society Units 3 and 4 explores our contemporary world as many young Australians, in particular, search for meaning in an increasingly secular and definitely pluralist society.

This course examines belief systems from a variety of faiths with a particular emphasis on Christianity and considers the perspectives of contemporary world religions, where the meaning of human existence is concerned. It involves exploring and analysing the role of internal components which may include: core beliefs and values, leadership, rituals, sacred texts and re-affirmation processes generated through these factors. This subject encourages students to engage in higher order thinking and demands a sophisticated approach of genuine interest, organisation and dedication due to the amount of content (both historical and current) which is studied and examined. In addition, this Year 12 subject contains a metalanguage (or jargon) which must be learnt and applied within the written responses constructed by students.

#### **Unit 3 Areas of Study: The Search for Meaning.**

- Questions, answers and possibilities
- Dynamic aspects
- Rediscovering meaning

#### **Unit 4 Areas of Study: Continuity, challenge and change.**

- Meeting challenge
- Stimulus, response, impact.

#### **Assessment: (to be selected from the following)**

- Short and extended written answer responses within a test framework\*
- A report in written format
- A report in multimedia format
- Commentary
- Reflection
- A Case Study\*
- Media analysis\*
- Oral Presentations
- Research Projects

(Note: the \* signifies those assessment tasks which mirror a variety of tasks in the final examination more closely. Therefore, it is more likely that, throughout the year, these will be chosen for the completion of SACs as they will provide examination practice at the same time.)

#### **Assessment:**

Unit 3: School assessed coursework for Unit 3 will contribute 25% to a student's final assessment.

Unit 4: School assessed coursework for Unit 4 will contribute 25% to a student's final assessment.

The level of achievement for Units 3 and 4 is also assessed by a two-hour, end-of-year examination which will contribute 50% to a student's final assessment.

## **VCE SCIENCES**

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### **VCE BIOLOGY**

Biology is the study of living things ranging from familiar, complex multi-cellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions.

It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living

things have many structural and functional characteristics in common.

The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience. Much of our economic activity is generated through advances in bioscience research, in environmental, medical and associated biotechnologies, and in parallel sciences such as bioinformatics.

#### **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.

#### **Areas of study**

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

#### **Outcomes**

On completion of this unit the student should be able to

1. investigate and explain how cellular structures and systems function to sustain life.
2. 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.
3. design and undertake an investigation related to the survival of an organism or species and draw conclusions based on evidence from collected data.

#### **Assessment**

- School-assessed coursework – this will include student designed or extended practical investigations, research reports, assignments, oral presentations, data analysis and topic tests
- Written examination in June – 90 minutes

#### **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.

#### **Areas of study**

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

#### **Outcomes**

On completion of this unit the student should be able to

1. 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.
2. 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.
3. investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.



## Assessment

- School-assessed coursework – this will include a written report on fieldwork, practical activities, research reports, assignments, oral presentations, data analysis and topic tests
- Written examination in November - 90 minutes

### Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

#### Areas of Study

1. How do cellular processes work?
2. How do cells communicate?

#### Outcomes

On completion of this unit the student should be able to

1. 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.
2. 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

### School assessed coursework

A report related to at least two practical activities from a practical logbook contributing 50%.

At least one task selected from a range of activities contributing 50%

### 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.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

#### Areas of Study

1. How are species related?
2. How do humans impact on biological processes?
3. Practical investigation

#### Outcomes

On completion of this unit the student should be able to

1. analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. 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.
3. 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.

## Assessment

### School assessed coursework

A report using primary or secondary data. contributing 30%.

A response to an issue or a report of a laboratory investigation contributing 30%

A structured scientific poster according to the VCAA template. contributing 30%

## Assessment

### School-assessed coursework

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.

### End of year Examination

#### Description of task

- Students will answer a series of questions relating to all areas of study in Units 3 and 4
- All of the key knowledge that underpins the outcomes in Unit 3 and the set of key skills are examinable
- The task will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

## Assessment

### School - assessed coursework

School-assessed Coursework for Unit 3 will contribute 24% 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.

### End of year Examination

#### Description of task

- Students will answer a series of questions relating to all areas of study in Units 3 and 4
- All of the key knowledge that underpins the outcomes in Unit 4 and the set of key skills are examinable
- The task will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

## VCE CHEMISTRY

Chemical processes have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

Students will have opportunities to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. Together, the four units of the study provide a comprehensive coverage of Chemistry at this level. In sequence, the units foster the development of key knowledge

and skills and develop and revisit key concepts in a variety of contexts.

The study of Chemistry prepares students for continuing studies in a variety of subject areas including biomedical sciences, engineering, research opportunities and entry into the workforce in a wide range of careers. Chemistry is a prerequisite for many tertiary courses and therefore is an important stepping stone towards gaining entry to many career pathways.

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

#### **Areas of Study**

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

#### **Outcomes**

On completion of this unit the student should be able to

1. 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.
2. 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.
3. 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**

- School-assessed coursework – this will include one student designed practical investigation or summary reports of three practical activities. Other suggested tasks include research reports, assignments, data analysis questions and topic tests.
- Written examination in June – 90 minutes.

### **Unit 2: What makes water such a unique chemical?**

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

#### **Areas of Study**

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation

#### **Outcomes**

On completion of this unit the student should be able to

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

#### **Assessment**

#### **School-assessed coursework**

For Outcomes 1 and 2

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.

For Outcome 3

- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example
- digital presentation, oral communication, scientific poster or written report.

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

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.

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

#### **Areas of Study**

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

#### **Outcomes**

On completion of this unit the student should be able to

1. 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.
2. 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.

#### **Assessment**

#### **School assessed coursework**

Analysis and evaluation of stimulus material or a report on a laboratory investigation or a comparison of two electricity-generating cells or a reflective learning journal/blog related to selected activities or in response to an issue contributing 50%.

At least one task selected from a range of activities contributing 50%

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

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.

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

#### Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

#### Outcomes

On completion of this unit the student should be able to

1. 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.
2. 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.
3. 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

At least one task selected from a range of activities contributing 30%.

Response to stimulus material or a report of a laboratory investigation or a comparison of food molecules or a reflective learning journal/blog related to selected activities or in response to an issue contributing 30%

A structured scientific poster according to the VCAA template contributing 30%

#### Assessment

##### School-assessed coursework

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.

#### End of year Examination

##### Description of task

- Students will answer a series of questions relating to all areas of study in Units 3 and 4
- All of the key knowledge that underpins the outcomes in Unit 3 and the set of key skills are examinable
- The task will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

#### Outcomes

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

- analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to determine the optimum conditions used in the industrial production of the selected chemical.
- analyse chemical and energy transformations occurring in chemical reactions.

#### Assessment

##### School-assessed coursework

School-assessed Coursework for Unit 4 will contribute 24% to the study score.

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

#### End of year Examination

##### Description of task

- Students will answer a series of questions relating to all areas of study in Units 3 and 4
- All of the key knowledge that underpins the outcomes in Unit 4 and the set of key skills are examinable
- The task will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

#### VCE PHYSICS

The study of Physics engages students in examining their surroundings from the subatomic level to the structure of the universe. The course is structured such that two thirds of each unit involves common prescribed areas of study. The remaining third of the course is a detailed study that extends and consolidates the rest of the course by investigating and further developing the physics concepts and ideas already studied. The Physics course has been designed to enhance the scientific literacy of students. To this end a great emphasis has been placed on the nature and role of theories and models. Several aspects of some common areas of study and detailed studies provide opportunities for students to develop understanding about the use and development of theories and models.

The study of Physics prepares students for continuing studies in engineering, science, medicine and entry into the workforce in a wide range of careers.

#### Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.

#### Areas of Study

1. How can thermal effect be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

#### Outcomes

On completion of this unit the student should be able to

1. 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.
2. 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.
3. explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

#### Assessment

- School-assessed coursework – this will include one student designed practical investigation and other nominated practical

activities. Other suggested tasks include research reports, assignments, data analysis questions and topic tests.

- Written examination in June – 90 minutes.

## **Unit 2**

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

In this unit students explore the power of experiments in developing models and theories.

#### **Areas of Study**

1. How can motion be described and explained?
2. A choice of twelve options
3. Practical investigation

#### **Outcomes**

On completion of this unit the student should be able to

1. investigate, analyse and mathematically model the motion of particles and bodies.
2. apply concepts of physics to the particular option studied.
3. 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.

#### **Assessment**

- School-assessed coursework – this will include one student designed, adapted or extended practical investigation.
- Other suggested tasks include research reports, assignments, data analysis questions and topic tests.

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

#### **Areas of Study**

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

#### **Outcomes**

On completion of this unit the student should be able to

1. analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. analyse and evaluate an electricity generation and distribution system.
3. 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.

#### **Assessment**

##### **School assessed coursework**

At least one task (which is different from the task/s selected for Outcomes 2 and 3) selected from a range of activities contributing 30%.

Analysis and evaluation of stimulus material. At least one task (which is different from the task/s selected for Outcomes 1 and 3) selected from a range of activities contributing 30%

At least one task (which is different from the task/s selected for Outcomes 1 and 2) selected from a range of activities contributing 30%

### **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.

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

#### **Areas of Study**

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

#### **Outcomes**

On completion of this unit the student should be able to

1. apply wave concepts to analyse, interpret and explain the behaviour of light.
2. provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

#### **Assessment**

##### **School assessed coursework**

At least one task (which is different from the task/s selected for Outcome 2) selected from a range of activities contributing 30%.

Response to stimulus material. At least one task (which is different from the task/s selected for Outcome 1) selected from a range of activities contributing 30%

A structured scientific poster according to the VCAA template contributing 35%

#### **Assessment**

##### **School-assessed coursework**

School-assessed Coursework for Unit 3, not including assessment of the detailed study, will contribute 21% 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 per cent to the study score.

#### **End-of-year examination**

##### **Description of task**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

All outcomes in Unit 3, and Outcomes 1 and 2 in Unit 4 are examinable. The student's selected Detailed Study in Outcome 3 Unit 4 will also be examined. All key knowledge that underpins the outcomes in Units 3 and 4 and the set of key skills will be examined.

The examination will contribute 60 per cent to the study score.

## Assessment

School-assessed coursework

School-assessed Coursework for Unit 4 will contribute 19% 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.

## VCE THEATRE STUDIES

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer to creatively and imaginatively interpret scripts and to plan, develop and present productions.

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

### Structure

The study is made up of four units.

Unit 1: Pre-modern theatre styles and conventions

Unit 2: Modern theatre styles and conventions

Unit 3: Producing theatre

Unit 4: Presenting an interpretation

### Unit 1: Pre-Modern theatre styles and conventions

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

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

### PRODUCTION ROLES

For Area of Study 2, students must work in at least two production roles. The production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound.

## Area of Study 1

### Exploring pre-modern theatre styles and conventions

In this area of study students study scripts from the pre-modern era of theatre, that is, works prior to the 1920s. They study at least three distinct theatre styles from the pre-modern era and the conventions and scripts associated with each. Students study innovations in theatre production in the pre-modern era. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of pre-modern Theatre.

### Outcome 1

On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

### Key skills

- identify and describe conventions of theatre styles from the pre-modern era
- research texts and contexts of scripts
- apply knowledge of theatre styles and acting, directorial and design skills to shape interpretations of scripts from the pre-modern era

## Area of Study 2

### Interpreting Scripts

In this area of study students work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students learn about processes for developing characters and consider the influence of the audience on work in production roles to enhance text interpretation. They study and apply elements of theatre composition and safe working practices in theatre production.

### Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

### Key skills

- creatively and imaginatively:
  - interpret scripts
  - apply elements of theatre composition to realise possibilities within a script

## Area of Study 3

### Analysing a play in performance

In this area of study students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and Theatre styles identified or implied in a script are interpreted in performance.

### Outcome 3

On completion of this unit the student should be able to analyse a performance of a script.

### Key skills

- analyse a theatre performance focusing on:
  - ways in which meaning is constructed by an audience



- ways in which the performance is informed by the contexts of the script
- how theatre styles are applied in a performance

### Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- interpretation of scripts
- oral/visual/multimedia reports and/or presentations
- responses to structured questions
- a research report

For this unit students are required to demonstrate three outcomes. At least one assessment task must be practice-based, at least one task must be written and at least one task must include an oral component.

### Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in Theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

### PRODUCTION ROLES

For Area of Study 2, students are required to work in at least two production roles. Production roles for Area of Study 2 are:

- actor
- director
- designer – any one or more of costume, make-up, props, set, lighting, sound.

### Area of Study 1

#### Exploring modern theatre styles and conventions

In this area of study students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern Theatre.

### Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

### Key skills

- describe the factors that influence the development of theatre styles in the modern era
- describe how the contexts of scripts can influence a production

### Area of Study 2

#### Interpreting scripts

In this area of study students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Through this work, students gain an understanding of how production teams can work collaboratively to interpret scripts. They also learn how work in production roles is informed by and contributes to the development of different theatre styles, and consider ways that theatre production work is itself shaped by the styles and contexts of the scripts.

Students learn about theatre production processes including dramaturgy, planning, development and performance to an audience, and apply this to their work. Throughout the production process, students will have opportunities to develop oral skills by participating in discussions and explaining how their work in production roles contributes to realising the production aims. They study and apply elements of theatre composition and safe and ethical working practices in theatre production.

### Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

### Key skills

- develop creative and imaginative interpretations of scripts from the modern era
- apply dramaturgy and the theatre production process for performance to an audience
- convey the contexts of scripts from the modern era through the use of compositional skills and the application of production roles

### Area of Study 3

#### Analysing and evaluating a theatre production

In this area of study students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance.

### Outcome 3

On completion of this unit the student should be able to analyse and evaluate a theatre production.

### Key skills

- analyse and evaluate a theatre production
- analyse the application of acting, direction and design in a theatre production

### Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- interpretation of scripts
- oral/visual/multimedia reports and/or presentations

- responses to structured questions
- a research report

For this unit students are required to demonstrate three outcomes. At least one assessment task must be practice-based, at least one task must be written and at least one task must include an oral component.

### Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

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

#### Production roles

For Area of Study 1 students select two production roles from the following list:

- actor
- director
- designer – any one or two of costume, make-up, props, set, lighting, sound.

#### PRODUCTION TEAM

For Area of Study 1 more than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources.

#### SCRIPTS

Across Unit 3 students engage with at least three scripts. For Area of Study 1, schools select a script for interpretation in a performance to an audience, and for Area of Study 2 excerpts from a previously unstudied script are selected for analysis. For Area of Study 3, students must read and study the script for the production they attend and then analyse it.

The production for Area of Study 3 must be selected from the VCE Theatre Studies Unit 3 Playlist published annually by the VCAA.

#### Area of Study 1

##### Staging Theatre

In this area of study students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. Students develop an understanding of, and enhance skills in, working in two production roles across all stages of the production process. They apply dramaturgy and use elements of theatre composition in the work they undertake in the two production roles. They develop skills that contribute to the theatre production process, including thinking creatively and imaginatively, working collaboratively, time management, planning, scheduling and reflecting. Throughout the production process, students develop their oral skills through discussions with others in the production team or through explaining how their work in production roles contributes to realising the

production aims. They develop knowledge about and apply safe and ethical working practices in theatre production.

#### Outcome 1

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

#### Key skills

- identify and describe aspects of the three stages of the production process
- apply elements of Theatre composition creatively and imaginatively
- contribute effectively to the development of a creative and imaginative interpretation of a script for performance to an audience
- contribute effectively to two production roles in collaboration with others in the production team across the three stages of the production process

#### Area of Study 2

##### Interpreting a script

In this area of study students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation. The documentation should include written material, annotated script excerpts and illustrations, as appropriate, to support interpretive choices.

Students revisit their learning about the stages of the production process, elements of theatre composition, dramaturgy, compositional skills and ways that work in production roles can contribute to creative and imaginative interpretations of scripts for performance to audiences.

#### Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

#### Key skills

- outline ways in which work in production roles can be used creatively and imaginatively to interpret scripts
- formulate and justify interpretations that could be realised through work in production roles
- document and annotate an interpretation of the scripts

#### Area of Study 3

##### Analysing and evaluating theatre

In this area of study students analyse and evaluate an interpretation of a script in a production from the prescribed VCE theatre Studies Unit 3 Playlist. In doing so, students study ways the interpretation on stage draws on and interprets the contexts in the script. This includes the decisions that have been made when interpreting the script, for example decisions about acting, direction and design and the use of theatre technologies and elements of theatre composition.

Students evaluate the ways theatre practitioners, such as the director, actors, designers, or a dramaturg, have contributed to the interpretation on stage. Students study how the theatre

styles and contexts implied in the written script are interpreted when the play is performed to an audience. Students analyse the theatre production and develop skills in using theatre terminology and expressions to describe how the script has been interpreted creatively and imaginatively. Their analysis and evaluation of the production is informed by work undertaken in Areas of Study 1 and 2.

### Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

### Key skills

- analyse and evaluate ways in which the contexts of a written script were interpreted creatively and imaginatively in performance to an audience
- analyse and evaluate the application of production roles to develop the written script for performance

### CONTRIBUTION TO FINAL ASSESSMENT

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

### Outcomes

#### Outcome 1

Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

### Assessment tasks

#### Task 1

Ongoing developmental contributions to creative interpretation of a script across all three stages of the production process through collaborative work in two production roles.

Task 1: 45 marks

AND

#### Task 2

Analysis and evaluation, supported by relevant documentation, of ongoing developmental contributions across all three stages of the production process in two or more of the following formats:

- oral
- written
- visual
- multimedia

Task 2: 15 marks

#### Outcome 2

Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Documentation that outlines the concepts and ideas for a creative interpretation of excerpts from a script and provides an explanation of how these could be realised in a theatre production in any one or a combination of the following formats:

- an essay
- responses to structured questions

15 marks

### Outcome 3

Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

An analysis and evaluation of a creative and imaginative interpretation of a prescribed script in any one or a combination of the following formats:

- an analytical essay
- responses to structured questions

25 marks

Total marks

100

### External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year monologue examination, which will contribute 25 per cent to the study score, and an end-of-year written examination, which will contribute 30 per cent to the study score.

### Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

### Monologue Selection

For Areas of Study 1 and 2 students must select a script, scene and monologue from the VCE Theatre Studies Monologue Examination published annually by the VCAA.

### Production Roles

In Unit 4, Areas of Study 1 and 2, the production roles are:

- actor and director: students must work in both roles OR
- designer – any two of costume, make-up, props, set, lighting, sound.

### Area of Study 1

#### Researching and presenting theatrical possibilities

In this area of study students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its possibilities and its theatre styles.

Students research the contexts of the script and influences on the playwright/s. Students consider how elements of theatre composition and theatre technologies could be employed to realise their proposed concepts and aims.

## Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

### Key skills

- undertake dramaturgy into the contextual background of the selected script to inform an interpretation of a monologue and its specified scene
- outline theatrical possibilities and describe a possible interpretation of a monologue and its prescribed scene
- justify dramaturgical decisions that underpin the proposed interpretation, including how the interpretation will convey intended meanings of a monologue, its specified scene and the wider script

## Area of Study 2

### Interpreting a monologue

In this area of study students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination published annually on the VCAA website.

Students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived. Students apply selected production roles and develop an interpretation of the monologue that is informed by a study of the prescribed scene and the complete script and dramaturgy, including the contexts of the play. Students make decisions about how the contexts, theatrical possibilities, elements of theatre composition and theatre styles will inform their interpretation of the monologue. Students work in their selected production roles to realise and present their interpretation of the monologue. They consider the interrelationships between acting, direction and design.

The interpretation should be prepared for a performance of the monologue by an actor in a single, clearly lit, relatively small space

## Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

### Key skills

- conduct dramaturgy and apply discoveries to inform interpretation of the script
- interpret the contexts of the monologue
- convey intended meanings of the monologue

## Area of Study 3

### Analysing and evaluating a performance

In this area of study students focus on the analysis and evaluation of the acting, direction and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

Students attend a production selected from the Unit 4 Playlist. They study the theatrical style/s evident in the performance and analyse and evaluate how actor/s, director/s and designer/s interpret the script for an audience. They consider the interrelationships between acting, direction and design in the performance. In doing so students consider character/s in the play, how the actor/s interpreted them on stage and the

contribution of the director/s to this process. They study acting skills used by the actor/s to portray the character/s, including facial expression, voice, gesture, movement and stillness and silence.

Students develop an understanding of other aspects of acting, direction and design, including artistic vision, focus, the use of elements of theatre composition, the use of verbal and non-verbal language to convey the intended meanings of the play and the establishment and maintenance of the actor–audience relationship.

## Outcome 3

On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

### Key skills

- analyse the character/s in the production including function and purpose, objective/s, motivation/s, status and traits
- analyse and evaluate interpretation of a script in performance by actor/s, director/s and designer/s, including the acting, direction, design and elements of theatre composition used and the interrelationships between acting, direction and design

## CONTRIBUTION TO FINAL ASSESSMENT

School-assessed Coursework for Unit 4 will contribute 15 per cent to the study score.

### Outcomes

#### Outcome 1

Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

### Assessment tasks

#### Task 1

A written report that describes and justifies dramaturgical decisions for a creative and imaginative interpretation of a monologue and its prescribed scene. The report may be in any one or a combination of the following formats:

- an essay
- responses to structured questions

20 marks

AND

#### Task 2

An oral presentation about the possibilities, intentions and vision for an interpretation of a monologue and its prescribed scene, including responding to question/s.

10 marks

#### Outcome 3

Analyse and evaluate acting, direction and design in a production.

An analysis and evaluation of acting, direction and design and their interrelationship in a production from the prescribed playlist, in any one or a combination of the following formats:

- an analytical essay
- responses to structured questions.

### Marks allocated

20

**Total marks 50**

### External Assessment

The level of achievement for Units 3 and 4 is also assessed by a monologue examination and an end-of-year written examination.

### CONTRIBUTION TO FINAL ASSESSMENT

The monologue examination will contribute 25 per cent to the study score. The written examination will contribute 30 per cent to the study score.

## VCE VISUAL ARTS AND DESIGN

- There are no pre-requisites to study VCE Visual Art and Design subjects, however, completion of one of the Visual Arts and Design electives in Years 9 or 10 would be an advantage and is encouraged.
- Students should refer to the VTAC guide if considering studying Visual Arts and Design subjects at tertiary level. If they wish to study any course that requires a folio as part of the selection process to seek advice from the Visual Art & Design department regarding which course would be most suitable.
- Students who are considering choosing to study Art, Studio Art or Visual Communication Design should select Unit 1 as this unit focuses on the development of skills and knowledge related to the areas of study.
- Students may enhance their folio by participating in Life Drawing classes that run after school in Terms 1, 2 and 3.
- All VCE Art and Design subjects are made up of 4 units.
- All VCE Art and Design subjects are assessed according to VCAA guidelines.

### ART

#### UNIT 1

##### Areas of Study

Outcome 1: Art and Meaning:

Analysing, interpreting and writing about artworks using the 4 Analytical Frameworks - Structural, Personal, Cultural and Contemporary.

Outcome 2: Artmaking and Personal Meaning:

Students are introduced to a variety of skills and processes to produce a series of works including painting, drawing, printmaking and mixed media that are supported by a workbook that documents idea development, evaluation of progress and working processes

A written examination at the end of Unit 1 covers work studied in Outcome 1.

#### Unit 2

##### Areas of Study

Outcome 1: Art and Culture: Analysing, interpreting, comparing and contrasting artworks from different times and cultures using the 4 Analytical Frameworks - Structural, Personal, Cultural and Contemporary.

Outcome 2: Artmaking and Cultural Expression:

Students produce a folio work based on a chosen theme using a variety of skills and techniques including painting, drawing, printmaking and mixed media. The folio is supported by a workbook that documents idea development, evaluation of personal progress and working processes.

A written examination at the end of Units 2 covers work studied in Outcome 1:

### UNITS 3 AND 4

#### Unit 3

Area of Study 1: Interpreting Art.

School Assessed Coursework (10% of the study score)

There are two written tasks requiring students to interpret and compare art works made before and since 1990 using the Analytical Frameworks.

Folio School Assessed Tasks: (50% of the subject score)

Unit 3 and 4 Outcome 2 : Folio Investigation and interpretation through artmaking.

The Folio is a broad investigation exploring and the use of materials and techniques within selected art forms.

The folio includes the exploration of ideas, directions and personal concepts focusing on the completion and presentation of finished works.

Once finished work must be submitted by the end of Unit 3.

This task continues into Unit 4 and is submitted in late Term 3.

#### Area of Study 2: Discussing and Debating Art.

Outcome 2: School Assessed Coursework (10% of the study score)

This unit requires students to critically discuss and express opinions about issues and commentaries on selected artworks.

Total of Study Score:

SAT 1 (Folio)	50%
SAC 1:	10%
SAC 2:	10%
November Examination (1½ hours)	30%

The School Assessed Task (SAT 1) is subject to external review.

*The cost of materials used will be charged to the student's account*

### STUDIO ARTS

Two thirds of this course is devoted to Studio Practice. One third is devoted to analysing artists and artworks.

The subject is aimed at developing skills and knowledge in a specialised studio area.

The specialist studio areas are Photography, Textiles and Printmaking.

#### PHOTOGRAPHY includes:

- Digital photography
- Digital enhancement and manipulation of images
- Exploration of traditional and non traditional photographic processes such as dark room photography, photogravure, photograms and photo screen printing

#### TEXTILES include:

- Design and construction of 2 dimensional or 3 dimensional works
- Textile enhancement techniques such as fabric printing and painting, machine embroidery, appliqué, dyeing and felting.



## **PRINTMAKING includes:**

- Drawing
- Printmaking - a range of printmaking techniques including intaglio and relief.

## **UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES**

Students will develop skills and knowledge in the three different studio forms and will be required to complete tasks using photography, textiles and printmaking. Each task will be based on a set theme.

Written tasks will relate to each studio form.

Outcome 1: Developing of Art Ideas: The exploration and development of art ideas using different media.

Outcome 2: Materials and Techniques

The exploration of media, techniques and processes that relate to the specific studio area. The completion of a series of tasks covering the use of different skills and techniques appropriate to either textiles, printmaking or photography.

Outcome 3: Interpretation of art ideas and use of materials and techniques.

Investigations on the way artists from different cultures and times have

- interpreted ideas and sources of inspiration
- used materials and the techniques in the production of artworks

A written examination of one hour and thirty minutes at the end of Unit 1 covers the work studied in Outcome 3.

## **UNIT 2: DESIGN EXPLORATIONS AND CONCEPTS**

Students focus on the development of artworks through an individual design process and may develop their folio of artwork in one or across two studio areas.

Outcome 1: Design Exploration

Develop a design proposal and use the design process to produce a variety of design explorations and completed artworks.

Outcome 2: Idea and styles in Artworks.

Students analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles. A written examination of one hour and thirty minutes at the end of Unit 2 covers the work studied in Outcome 3.

## **UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES**

Unit 3 students may develop their folios from the studio areas of Photography, Textiles and Print Making.

SCHOOL ASSESSED TASK 1 - Encompasses Outcome 1 and 2

Outcome 1: Exploration Proposal: Development of a work brief that creates a framework for the design process.

Outcome 2: Design Process: Exploration and development of the design process documented in the exploration proposal in order to develop a range of potential directions that will form the basis for the production of finished works.

Outcome 3: Professional practices and styles

Students discuss art practices in relation to particular artworks that relate to their own studio area and analyse ways in which artists develop their styles.

## **UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS**

SCHOOL ASSESSED TASK 2 - Encompasses Outcome 1 and 2

Outcome 1: A folio of finished artworks based on selected potential directions from Unit 3

Outcome 2: Focus, reflection and evaluation - Visual and written documentation that identifies the folio focus and evaluates the extent to which the finished work reflects the selected potential directions

Outcome 3: Art Industry Contexts

This includes the role of galleries, curators, and conservation of artworks.

School Assessed Task 1: consists of Outcome 1 and 2 from Unit 3  
School Assessed Task: 2 consists of Outcome 1 and 2 from Unit 4.

The November examination is based on a work studied Outcome 3 in Unit 3 and 4.

Total of Study Score:

SAT 1	33 %
SAT 2:	33 %
November Examination (1½ hours)	34%

School Assessed Tasks are subject to external review

*The cost of materials used will be charged to the student's account.*

## **VISUAL COMMUNICATION DESIGN**

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 shape the everyday quality of life for individuals, communities and societies.

## **UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN**

Outcome 1: Drawing as a Means of Communication

Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

Outcome 2: Design Elements and Design Principles

Students investigate purposes for creating visual communications and consider how the relationship between design elements and design principles contributes to achieving these purposes.

Outcome 3: Visual Communication Design in Context

Students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

There is an examination set at the end of Unit 1.

## **UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN**

Outcome 1: Technical Drawing in Context

Students create drawings that present information and ideas associated with the environmental design, industrial design or product design fields.

Outcome 2: Type and Imagery

Students develop knowledge and skills in manipulating type and images when communicating ideas and concepts.

Outcome 3: Applying the Design Process

This Outcome focuses on the application of specific stages of the design process to organise thinking about approaches to solving

design problems and presenting ideas. There is an examination set at the end of Unit 2.

### UNIT 3: DESIGN THINKING AND PRACTICE

#### Outcome 1: Analysis and Practice in Context

In this Outcome students explore a range of existing visual communications in the communication, environmental and industrial design fields.

#### Outcome 2: Design Industry Practice

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

#### Outcome 3: Developing a Brief and Generating Ideas

Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas.

### UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

#### Outcome 1: Development of Design Concepts

Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3 Outcome.

#### Outcome 2: Final Presentations

This Outcome focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1.

#### Outcome 3: Evaluation and Explanation

In this Outcome students devise a pitch to present and explain their visual communications. Their pitch is informed by an evaluation of the ways that the final visual communications meet the requirements of the brief and the design decisions made throughout the design process.

### CONTRIBUTION TO FINAL ASSESSMENT STUDY SCORE

School-assessed Coursework for Unit 3:	20%
School-assessed Coursework for Unit 4:	5%
School-assessed Task:	40%
End-of-year examination:	35%

The School Assessed Task is subject to external review.

*The cost of materials used will be charged to the student's account - \$280 for VCD kit to be used in Units 1-4.*

### PRODUCT DESIGN TECHNOLOGY

Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in

a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

### UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

#### Outcomes

##### Outcome 1

Students re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

##### Outcome 2

Student use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype/model, and compare the finished product or prototype with the original design.

### UNIT 2: COLLABORATIVE DESIGN

In this unit students work in teams to contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

##### Outcome 1

Students design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

##### Outcome 2

Students justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

### UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors.

##### Outcome 1

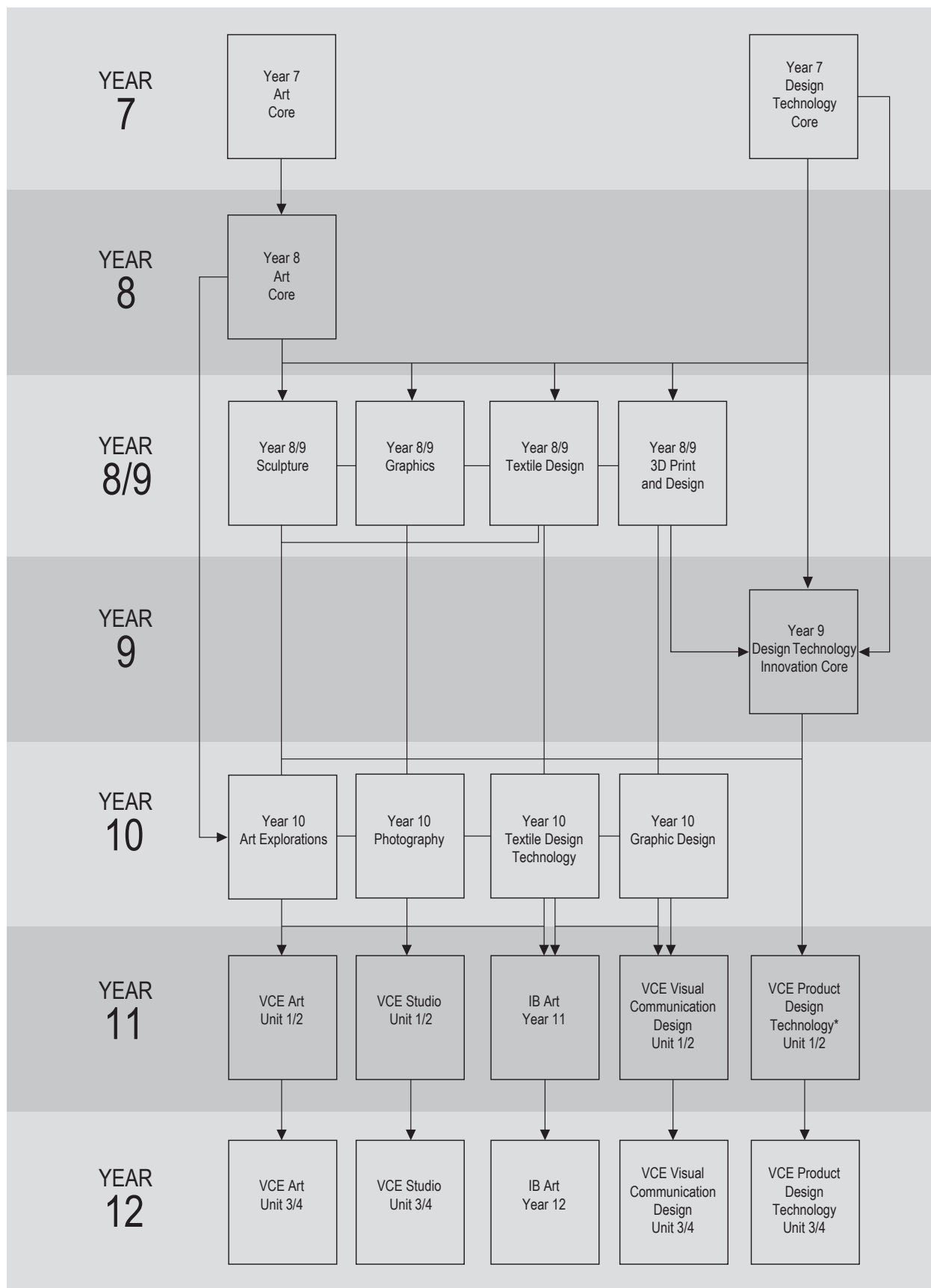
Students explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

##### Outcome 2

Students explain and analyse influences on the design, development and manufacture of products within industrial settings.

# VISUAL ARTS AND DESIGN

## Proposed course pathways to Tintern Visual Arts and Design Program



\* Unit 1/2 offered at Year 10

### Outcome 3

Students present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

## UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

### Outcome 1

Students compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

### Outcome 2

Students safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

### Outcome 3

Students evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

## ASSESSMENT

• School-assessed Coursework (Units 3 and 4)	20 percent
• School-assessed Task (Units 3 and 4)	50 percent
• End-of-year examination:	30 percent

## VCE VOCATIONAL EDUCATION AND TRAINING (VET) STUDIES

For the VCE curriculum to be genuinely comprehensive, it must cater for the needs of all students. In the interests of meeting the needs of young adults and the requirements for an increasingly skilled workforce, Tintern Grammar, as a Registered Training Organisation (RTO 4137), offers students the opportunity to undertake Certificate II and III level courses within their VCE studies. Completion of a VET program enables students to graduate with both a VCE certificate (with an ATAR score) and a nationally recognised Vocational Education and Training qualification.

Please note that whilst every effort is made to accommodate every student's subject request, running each subject is dependent on viable class size numbers of students selecting the subject and on timetable constraints.

### What are the advantages to students?

- The acquisition of a nationally recognised VET credential as well as the VCE enhances both part-time and full time employment opportunities as students develop skills relevant to industry.
- The VET qualification provides the opportunity to articulate into further studies at TAFE institutes and the possibility of acceleration into related courses.
- Students increase their post-school options: VET programs increase access to TAFE courses but do not remove the option of university studies.

- There is no increase in workload as a VET program is just one of the subjects chosen as part of a VCE program.
- All VET programs offered at Tintern Grammar are two years in duration and each provides access to a study score in the second year in a similar fashion to any other Unit 3/4 VCE subject.
- VCE VET programs have the same status as a VCE study and can be used to fulfil the requirements for satisfactory completion of the VCE.
- There is no restriction on the number of VCE VET Unit 3 and 4 sequences that can be counted in the ATAR calculation.

### Pathways

Students completing these programs have a range of options available. They may:

- apply for a University course with an ATAR score as with any other VCE program
- proceed to a TAFE course, entering the program with credit for Units of Competence already completed
- proceed directly to employment using the qualification and vocational skills acquired.

### VCE VET Programs at Tintern Grammar

In 2020, two VET programs will be offered at Tintern Grammar:

- SIT20416 Certificate in Kitchen Operations (VCE VET Hospitality)
- CUA31015 Certificate III in Screen and Media (VCE VET Creative and Digital Media)

In undertaking these courses, students may be required to purchase some materials. Costs will vary, according to the courses selected.

### Eastland VET Cluster

In addition to the above courses, Tintern Grammar is a member of the Eastland VET Cluster and through this association is able to offer VET studies in a broad range of disciplines. However, these can change from year to year and whether they run is determined by the number of students choosing the subject. These include:

- Certificate II in Automotive Technology
- Certificate II in Community Services
- Certificate II in Community Recreation/Outdoor Recreation
- Certificate II in Dance
- Certificate II in Engineering Studies
- Certificate II in Hairdressing
- Certificate III in Music Industry Skills
- Certificate II in Retail Make-up and Skin Care
- Cisco Certified Network Associate

Further details and Eastland Cluster application forms are available from the VET Co-ordinator.

### Structured Workplace Learning

Students undertaking a VET program as a part of their VCE studies are required to complete a structured industry based work placement during the program. The purpose of structured workplace learning is to enable students to enhance the skills and knowledge they have gained as a part of the VET program by putting these into practice in the work place.

### Recognition of other RTO qualifications

Tintern Grammar recognises the AQF qualifications and Statements of Attainment issued by any other RTO. Students who wish to apply for recognition of an AQF qualification should seek an interview with the VET Co-ordinator.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge previously attained through formal training, work experience and/or life experience. Students may be eligible for credit into a VCE VET course based on relevant prior learning and/or experience. Recognition of Prior Learning is available on application in all VCE VET programs offered at Tintern Grammar. Students wishing to apply should arrange an interview with the VET Co-ordinator.

## Complaints and Appeals Policy

This policy is produced in the context of Tintern Grammar's commitment to quality programs and student welfare. The Complaints and Appeals Policy focuses on establishing mechanisms to address any complaint by VET program students.

Tintern Grammar is committed to resolving complaints efficiently and ensuring that outcomes are just and fair.

Students should, in the first instance, approach members of staff. Where a complaint is not resolved to the student's satisfaction, then the student should lodge a formal complaint using the official VET Student Complaint Form available from the VET Co-ordinator.

## VCE VET Hospitality

### SIT20416 Certificate II in Kitchen Operations (RTO 4137)

The course is offered as Units 1 and 2 in Years 10 & 11 and Units 3 and 4 in Years 11 & 12 and includes substantial practical work in the specially equipped commercial kitchen. This enables the students to develop competencies that are equivalent to Hospitality industry standards.

## Aims

The SIT20416 Certificate II in Kitchen Operations aims to provide:

- a general overview of the Hospitality industry and potential career paths within it
- basic skills and knowledge for entry into the Hospitality industry
- development of interpersonal and teamwork skills essential for a successful career
- training and skill development in commercial cookery

## Units of Competence

### VET SIT20416 Certificate II in Kitchen Operations

#### VCE VET Units 1 and 2

- BSBWOR203 Work effectively with others
- SITHCCC002 Prepare and present simple dishes
- SITHIND002 Source and use information on the hospitality industry
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHKOP001 Clean kitchen premises and equipment

#### VCE VET Units 3 and 4

- SITHCCC006 Prepare appetisers and salads
- SITHCCC007 Prepare stocks, sauces and soups
- SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes
- SITHCCC011 Use cookery skills effectively
- SITHCCC012 Prepare poultry dishes

## The Program Structure

This program involves two years of sequential study. On successful completion of this program, students are eligible for:

- The award of SIT20416 Certificate II in Kitchen Operations
- Recognition of VCE VET Units at 1, 2, 3 and 4 level

## Assessment

The qualification is comprised of Units of Competence. Each of these units is expressed in terms of elements and their associated performance criteria. Each element must be demonstrated, through a range of assessment methods including:

- Practical application and demonstration of skills
- Written reports and exercises
- Discussions and presentations
- Role-plays
- Written and practical tests

## Work placement

Work placement in the Hospitality industry will enable the development of workplace skills. Each student is required to undertake 10 days during the 2 year course.

## Costs

- \$50 levy to cover the cost of laundering uniforms at the end of each year.
- \$320 to cover the cost of foodstuffs used in food preparation (Units 1 and 2).
- \$370 to cover the cost of foodstuffs used in food preparation (Units 3 and 4).

*NB: All kitchen tools, equipment and full chef's uniform are supplied by the school for student use during practical classes.*

## VCE VET Creative and Digital Media

### CUA31015 Certificate III in Screen and Media (RTO 4137)

This qualification reflects the role of a skilled operator in the film, television, radio or digital media industries who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

The aims of the VCE VET Creative and Digital Media program are to:

- provide participants with the knowledge and skill development for the achievement of Units of Competence that will enhance their employment prospects within the media industry.
- enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

## Areas of Study

This course uses a hands-on approach challenging students to explore the multimedia medium through many different activities which make extensive use of the Adobe Creative Cloud range of software applications. The diversity of the multimedia medium sees students creating web based products using Dreamweaver, audio and video based products using Premiere Pro, After Effects, Audition and Encore, interactive animations using Animate and use of Photoshop and Illustrator for image manipulation.

This program integrates the creative and IT aspects of multimedia, providing skill development in both graphic design and a wide range of industry standard software applications. Students will be expected to install the required applications from the Adobe suite onto their own computer or laptop so they have access to this software at home. They will also support their learning associated with the design process with their prescribed text book from Yoobee Publishing titled: 'Introduction to Digital Design Process & Principles'.



## Units of Competence

### VCE VET Units 1 and 2

- BSBDES201 Follow a design process
- BSBCRT301 Develop and extend critical and creative thinking skills
- CUAIND301 Work effectively in the creative arts industry
- CUADIG303 Produce and prepare photo images
- CUADIG201 Maintain interactive content
- BSBWHS201 Contribute to health and safety of self and others

### VCE VET Units 3 and 4

- BSBDES302 Explore and apply the creative design process to 2D forms
- CUADIG302 Author interactive sequences
- CUADIG304 Create visual design components
- CUAANM301 Create 2D digital animations
- CUAWRT301 Write content for a range of media

### The Program Structure

The VCE VET Creative and Digital Media program involves two years of sequential study. On successful completion of this program, students are eligible for:

- The award of CUA31015 Certificate III in Screen and Media
- Recognition of VCE VET Units at 1, 2, 3 and 4 level

## GLOSSARY OF TERMS

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### VCE TERMS:

#### Assessment Tasks

Specific activities such as practical exercises, tests, examinations, folio presentations, performance activities or essays which receive a grade according to criteria specified within each study.

#### Satisfactory Completion

Students must satisfactorily complete each set of outcomes in the study according to the objectives in the study design to enable them to gain an "S" as the overall result for that unit.

#### S/N

Satisfactory completion or Not Satisfactory completion.

#### SAC – School-Assessed Course Work

Work completed within class time which contributes to the internal assessment of VCE Units 3 and 4 studies.

#### Semester

The period of time during which a unit of work is normally completed. At Tintern Grammar there are two Semesters per academic year.

#### Study

Subjects completed by students. Each study consists of four units.

#### Study Score

The measure of the student's relative position in the state wide cohort of students undertaking the study. This is reported as a score out of 50 for each study.

#### VCAA (Victorian Curriculum and Assessment Authority)

The body established by the Victorian Government which has responsibility for all aspects of the VCE and VCE in VET.

#### VCE

The Victorian Certificate of Education

#### VCE Unit

Each unit of work in each study is a Semester in length.

## VET

Vocational Education and Training

### Units 1 & 2

Units of work undertaken usually in Year 11.

### Units 3 & 4

Units of work with a greater degree of difficulty which are usually undertaken in Year 12.

### IB TERMS:

#### IB

International Baccalaureate - A two year program for senior secondary students, intended as a preparation for tertiary study within Australia or any country in the world.

#### IB Diploma

Awarded to students who achieve at least 24 points out of the possible maximum score of 45 for the IB Diploma assessment.

#### IBO

The International Baccalaureate Organisation: The body which administers the International Baccalaureate is based in Geneva, Switzerland.

#### CAS

Creativity, Action, Service - part of the IB Diploma program. Provides a counter-balance to the academic studies and encourages students to look beyond their own immediate concerns.

#### Extended Essay

4000 word independent essay which is part of the IB Diploma assessment. It requires research, drafting and final submission over a one year period and is completed with the support of a teacher who acts as a mentor.

#### TOK

Theory of Knowledge: An interdisciplinary study which forms part of the IB Diploma Course.

### COMMON TERMS:

#### GAT

General Achievement Test: Undertaken by both VCE and IB students. Each student undertaking a VCE Unit 3&4 study is expected to complete the GAT. For IB students, it is taken only in Year 12 and is used to convert the IB Diploma score into the Notional ATAR.

#### ATAR (formerly ENTER)

Australian Tertiary Admissions Rank. The Victorian Tertiary Admission Centre uses the study scores to determine a national percentile ranking of each student. The ATAR is an indicator of the student's likelihood of success in tertiary studies.

#### NOTIONAL ATAR

Notional Australian Tertiary Admissions Rank: The IB equivalent of the ATAR. Used by tertiary selection officers to select students for admission to courses. Tertiary prerequisites also apply.

#### VTAC

The Victorian Tertiary Admission Centre administers student selection for Victoria's tertiary institutions.













# TINTERN GRAMMAR



[tintern.vic.edu.au](http://tintern.vic.edu.au)

90 Alexandra Road Ringwood East VIC 3135 Australia | Phone (03) 9845 7777

ACN 004 293 994 | ABN 24 693 089 021 | CRICOS 00348E