

TINTERN  GRAMMAR

# SENIOR COLLEGE

## COURSE AND SUBJECT GUIDE

2022



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## FROM THE PRINCIPAL

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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 that you can create for your future. 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 help you negotiate the requirements of your senior year.

Each student walks an individual journey through these years, and each have their own unique requirements. It is important that you make choices that engage and interest you, allow you to follow your passions and to which you are best suited. As you consider the options available, it is also important to think about where these programs and courses may lead you in your life beyond Tintern Grammar. What are the vocations or professions, and tertiary courses or later life goals that you are interested in. 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 adventurous and to set yourself the goal of being “the best that you can be” in every area of your life, not just at school and to strive to make the most of 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!

**Mr Bradley Fry**  
Principal

## THE SPECIFIC AIMS OF TINTERN GRAMMAR

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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 develop:

- 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, day by 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.



## 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                      |
| Acting Vice Principal         | Miss Oriana Constable               |
| Acting Head of Senior College | Mrs Heather Ruckert                 |
| Year 10 Level Co-ordinator    | Mrs Marlee Batterham                |
| Year 11 Level Co-ordinator    | Ms Nicole Morphett                  |
| 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 |

## HEAD OF DEPARTMENT 2022

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|   |                             |
|---|-----------------------------|
| Head of Commerce                                | Ms Nicole Morphett          |
| 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 | Mrs Sue Healey              |
| Head of Languages                               | Mr Sebastien Lauret         |
| Head of Mathematics                             | Ms Jeanette Kropp           |
| 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 ACTING 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.

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.

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 subjects are right for them.

In Years 11 and 12 the Victorian Certificate of Education (VCE) or a combination of Vocational Education Training programs (VET) and the VCE can be undertaken. Selection of the appropriate subjects 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.



**Mrs Heather Ruckert**  
Acting Head of Senior College

## ASSESSMENT AND REPORTING

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As students move through Tintern Grammar, their progress and achievements are monitored through on-going classroom assessment and specially set external assessment. In 2022 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 the Vocational Education and Training modules. If a Year 10 student takes a VCE subject VCAA regulations apply.

## PARENT-TEACHER-STUDENT CONFERENCES

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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). 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 VET assessment procedures, please see the relevant 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

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### 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 2022. 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 expected 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

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### 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

Animation and Web Development  
Art Now - Paint, Draw, Print  
Introduction to Visual Communication Design  
Languages  
Let's Make a Difference  
Medical Science  
Music  
Outdoor and Environmental Studies  
Digital Photography - Beyond Basics  
Physical Theatre  
Talking Political Action  
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 2022, 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

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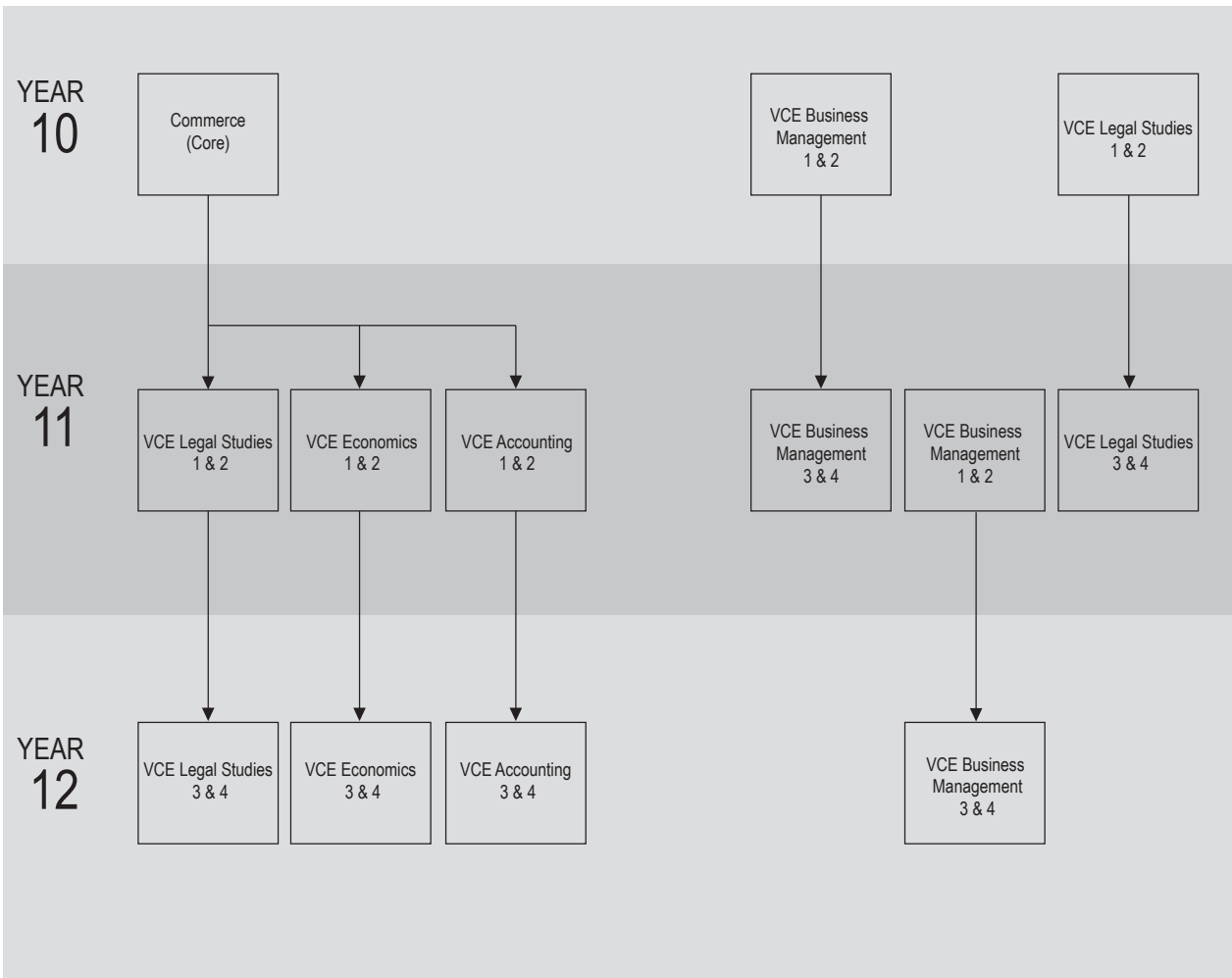
In this core unit students will be introduced to the subjects of Economics, Accounting and Legal Studies which are all part of the VCE Commerce offering.

#### 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 analyse 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.
- 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.

### Economics

- This unit will provide students with the opportunity to further develop their understanding of the key elements of Australia's economy.
- This unit will explore Australia's key economic indicators: Unemployment and Economic Growth, while also studying the importance of international trade to Australia's ongoing economic prosperity
- Students will also explore key contemporary economics issues which may include population, sustainability, the housing market and external threats to our economy.

### 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 the following VCE English options.

- English (VCE)
- Literature (VCE)
- English Language (VCE)

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.

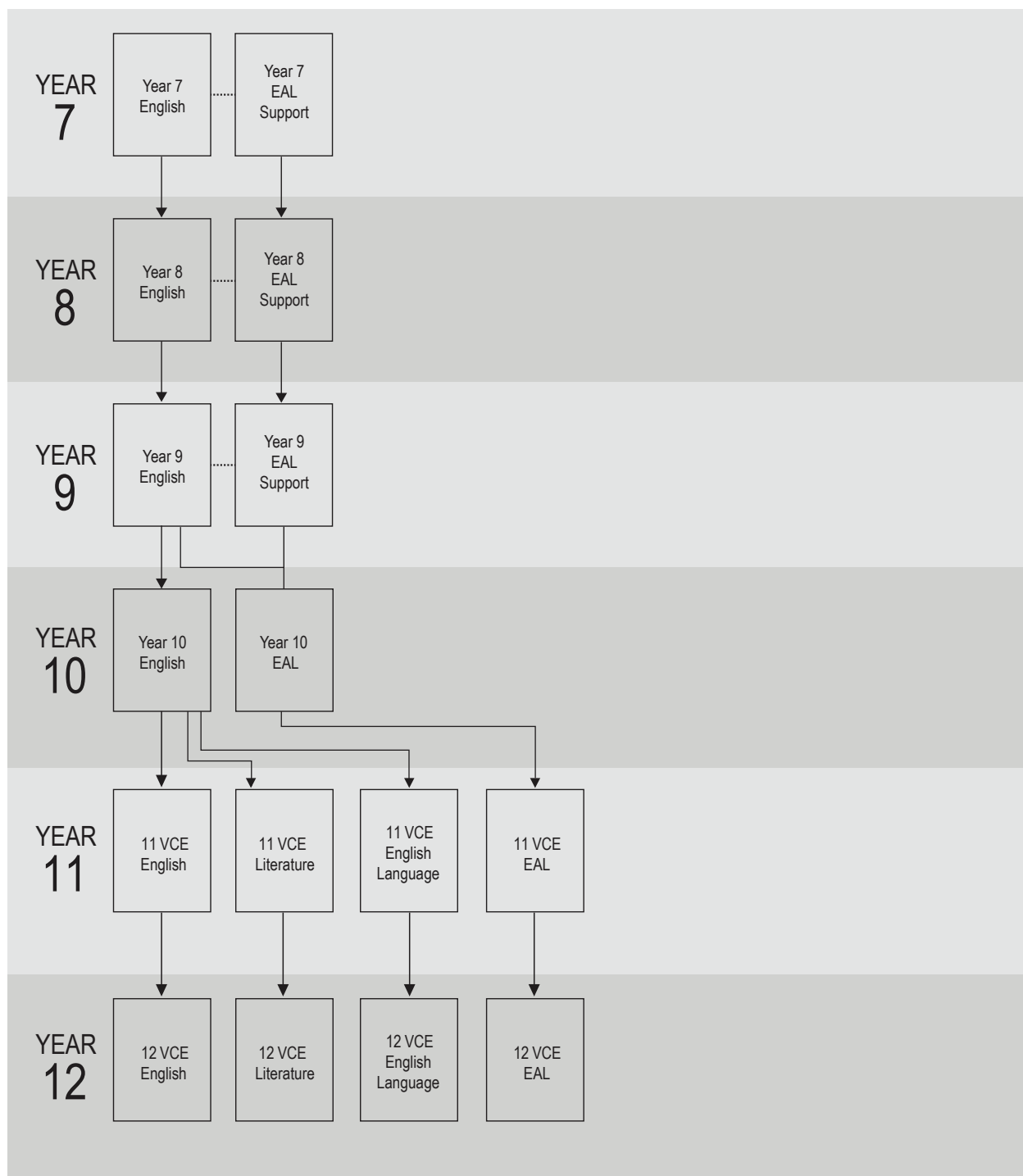
Students entering the VCE can choose at least one of the available English subjects: mainstream English, Literature or English Language. They may choose more than one of these. The latter two are considered more specialist courses for students with particular interests or abilities.

### 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 students' 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.

# 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.

## Areas of Study

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

## 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

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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' Co-ordinator 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

#### Year 12

English as an Additional Language Units 3 and 4

## YEAR 10 GEOGRAPHY

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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

*There will be a charge of \$90 per student for the Fieldwork camp.*

## 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 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.

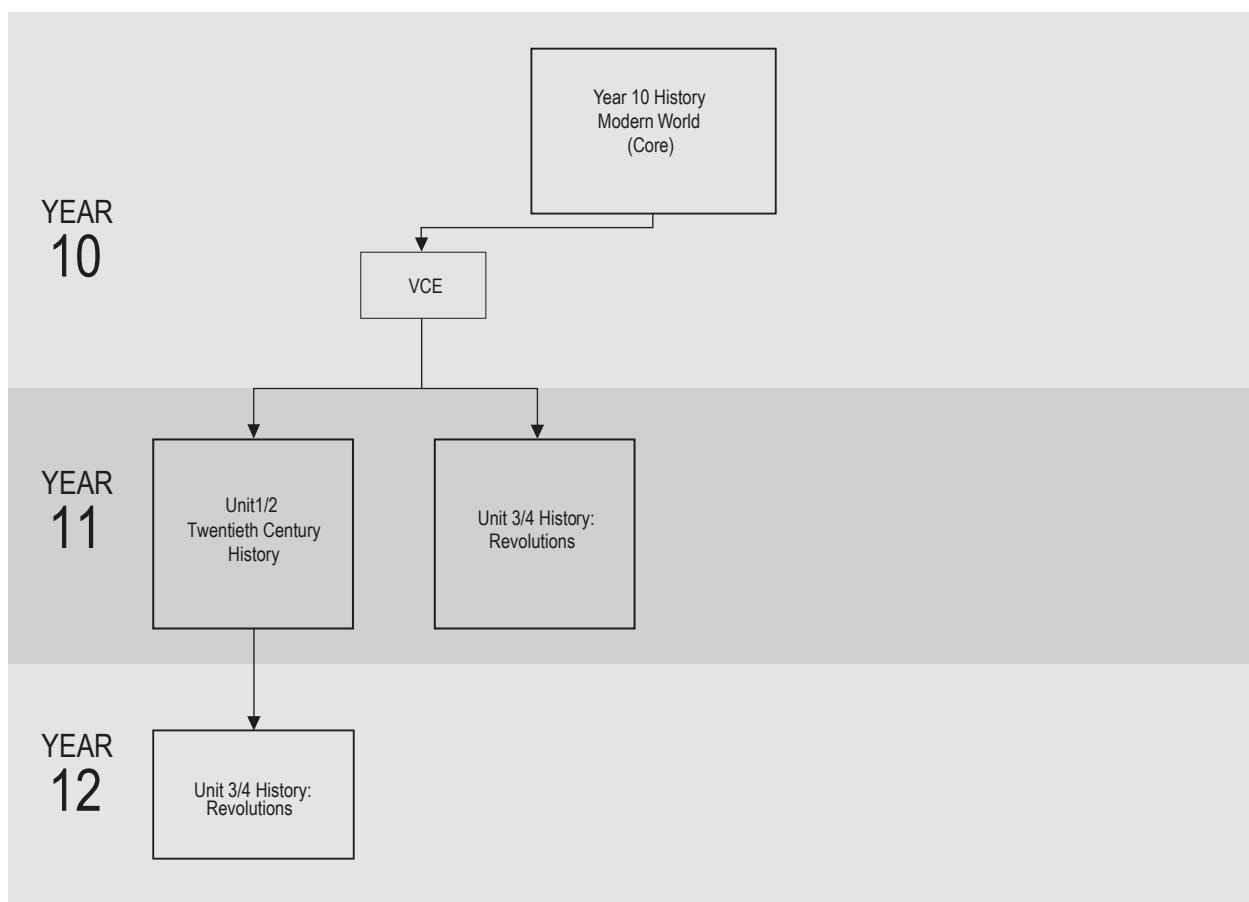
In their study of the twentieth century, students are introduced to the concepts of nationalism, imperialism, colonialism, democracy, citizenship, totalitarian dictatorship, racism, human rights, gender, class, socialism, capitalism, fascism, communism, Zionism, national identity, terrorism and religious 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?

# HISTORY



## 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.

## 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

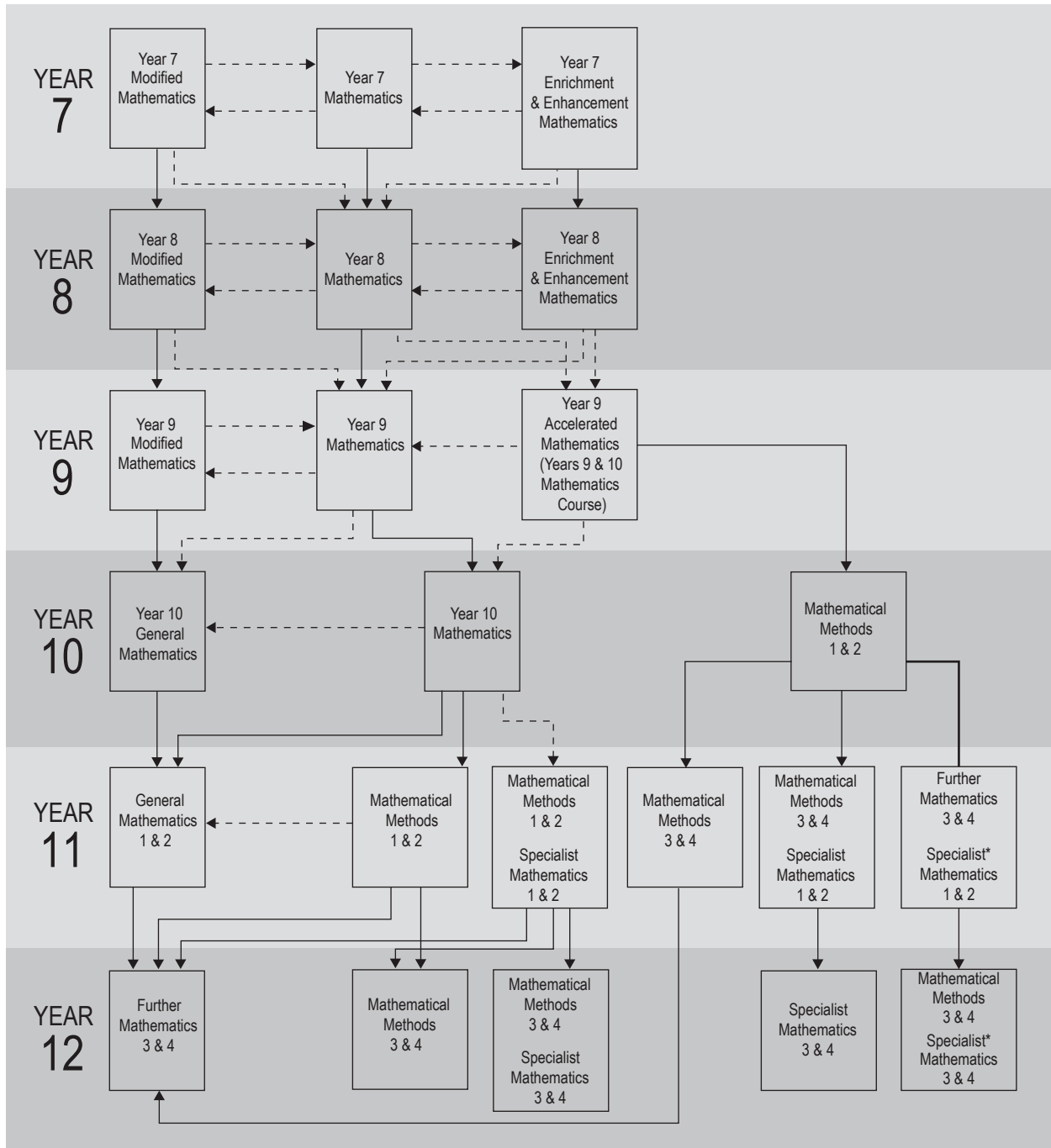
#### Outcomes

- 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.

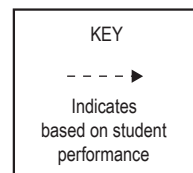


# MATHEMATICS

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



\*A student's primary top 4 (ATAR) may include no more than 2 Mathematics subjects.



## 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

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### 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 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
- Spin
- Water Polo

#### Areas of Study: (Boys)

Semester 1:

- Golf
- Ultimate Frisbee
- Racquet Sports
- Football Codes

Semester 2:

- Croquet
- Self defence
- Spin
- Stick sports
- Water Polo
- Yoga

#### Assessment

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

## RELIGION

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

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#### 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 subjects such as Units 3-4 Religion and Society, History and Philosophy.

#### 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

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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 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
- Evolution
- Health and Diseases
- Redox 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 2022, 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

### COMMERCE

#### TAKING POLITICAL ACTION

Students are to take a deep dive into the Australian political system, and explore the practical steps they can take to turn their moral and ethical beliefs into action. This subject serves

to de-mystify the political system, explore the methods through which politicians inform and persuade, and investigate the process through which an idea becomes a law. We will also explore the ways that political ideas are communicated, and the role that branding and advertising has in “selling” an idea to the public. Classes will involve robust debates, research into previous successful (and unsuccessful) campaigns, and contact with their area’s own elected representatives.

#### Assessment

- Students working through the process of designing a bill which moves an agenda or issue forward that they believe in
- Mock parliamentary debates
- Presentation of a “maiden speech” to parliament, outlining their own beliefs and spinning their own narratives.
- Folio of work

## GEOGRAPHY - EXTENDED INVESTIGATION

This elective is based on the VCE Extended Investigation Unit 3/4 course and uses the farm or another local area as a basis for student led independent research. Students will have opportunities to incorporate learning from multiple streams such as Environmental Science and Geography into their research. Students will learn to use industry standard equipment and geospatial technologies as well as field research techniques. They will be able to collect real time data and contribute to the increasing citizen science knowledge collective via a range of mapping software platforms.

Students choose a research project based around their interest areas at the farm or another local area, for example, soil quality and reconstruction, introduced species management, drainage, ecosystem management, habitat conservation, urban renewal and urban planning, water filtration, etc. Students will have a semester to formulate their question in a global and local context, conduct their research, collate their data and produce a presentation which will be shared with the school community at an expo evening at the end of the semester. Students will develop their critical thinking, 21st century skills, time management, decision making skills, collaboration, and problem solving in a self-directed context.

#### Assessment

Assessment is based on meeting a series of hurdle tasks and the final Expo presentation. Hurdle tasks could include;

- ePortfolio/journal
- critical thinking reflections
- contribution to online discussion group
- Collaboration score – peer assessed
- Final presentation

## HEALTH AND HUMAN DEVELOPMENT

#### LET’S MAKE A DIFFERENCE

This subject will provide students with an introduction to the differences between growing up in a developed country like Australia compared to growing up in a developing country such as Syria and the impact this has on health and wellbeing. Students will investigate the impact on health and wellbeing of not having access to essential resources including adequate food,

water, shelter, health care, education, and the ability to earn an income. Students will also look at what the United Nations and aid organisations (Non-government organisations) do to address the above issues by looking at examples of aid programs and gain some understanding of the importance of these programs for the health and wellbeing of individuals who live in these countries.

Students will be given the opportunity to develop an activity to support the work that NGOs do and as a result gain an understanding of the importance of providing assistance to people less fortunate than themselves.

It also provides students with the experience to develop an understanding of the importance of the role of Australians as global citizens.

#### Areas of study

- Definition of a developing country.
- Comparison of Australia to a developing country using data related to access to health, life expectancy, access to food, water, shelter, healthcare and education.
- The impact of a lack of access to adequate food, water, shelter, health care, education, and the ability to earn an income on the health and wellbeing of individuals in developing countries
- Investigating aid programs developed by the United Nations and non-government organisations do to address lack of access to adequate food, water, shelter, health care, education, and the ability to earn an income
- Development of an activity to support a program developed by a non-government organisation.

#### Assessment

- Work book activities related to differences between developed and developing countries including investigating aid programs that address differences.
- Research/Inquiry task on a program that could be developed to support programs that are currently implemented by aid organisations.

#### 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

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

Major assessment is using the design process to design a cafe meal and running the simulated cafe.

*NB: A charge of \$140 will be made to the student's accounts to cover the cost of ingredients.*

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

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#### ANIMATION AND WEB DEVELOPMENT

This course is designed to cover all of the entry level knowledge required to produce computer based animations and webpages. Students begin by developing a strong understanding of the fundamental differences between bitmap and vector-based imagery as well as digital colour management systems. Animated sequences designed to be placed within webpages will then be developed, followed by the construction of a simple website where the student gains control of all aspects of the navigation, backgrounds, layout and text formatting. All work will be completed using the Adobe Creative Cloud suite of software.

This elective acts as both a fundamental introduction to the Certificate III Screen and Media VCE VET course offered in Years 11 and 12, as well as an opportunity to develop a set of skills that is vital to manipulating images and text across a wide variety of digital platforms, in both current and future use.

#### Areas of Study

- Image file formats, such as bitmap, vector and video variants
- Colour management systems, such as CMYK and RGB
- Setting up artboards, layers and image resolutions
- Working with transparency and file compression
- Basic digital photography, video and illustration tools and techniques
- Creating timelines and frames in Adobe Animate
- Frame by frame drawing techniques, such as "onion skinning" and "tweening"
- Animation frame rates, stage sizes and resource libraries, including symbol types
- HTML and Cascading Style Sheets (CSS)
- Managing digital content and links using Adobe Dreamweaver
- Manipulating and managing text formats
- Creating buttons and other components for websites and digital platforms

#### Assessment

- Digital Imagery Workbook
- Animation Folio
- Web Development Folio

## LANGUAGES

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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.

*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.

## SCIENCE

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### MEDICAL SCIENCE - BEHIND THE SCENES

The Medical Science - Behind the Scenes elective offers students the opportunity to investigate a wide range of areas within the medical field. The content is driven by the interests of the students and study areas range from the exploration of historical medical treatments to the current cutting-edge developments in medical advances, such as 3D printing of human organs. Students investigate their own medical history in order to draw logical conclusions about their own possible health risk factors. They

research individual case studies and the impact that disease can have on both the individual and their family, with a focus on the physical, emotional and psychological impacts of disease on the patient. The elective also includes valuable practical sessions where students are taught basic medical science skills such as taking blood pressure, suturing and dissection of organs. This elective would suit any student with an interest in either a career in the health sciences, or who has a personal interest in the medical field.

#### Assessment

Assessment is based on group work and on individual tasks, building valuable collaboration skills together with self-management.

## OUTDOOR EDUCATION

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### OUTDOOR AND ENVIRONMENTAL STUDIES

This course is only available to Year 10 students. It 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:

- 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:

Trip planning for Outdoor Experiences:

- Exploring the characteristics of outdoor environments and identifying what makes each environment unique
- Determining the rationales for codes of conduct relating to recreational activities
- Understanding risk associated with outdoor experiences and how to minimise these
- How to prepare, pack and cater appropriately for experiences in different environments
- Explore basic first aid for outdoor experiences
- Demonstrate skills and knowledge to engage in a 4-day remote journey

#### Sustainability and technology

- Examine the impact of technology on an outdoor activity

- Explore the interactions and impacts of humans on the natural environment
- To develop responsible attitudes towards a sustainable future

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

- campcraft
- outdoor cooking
- search and rescue skills
- white water activities – river sledding & kayaking
- mountain bike and hiking skills

### 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 in an Alpine environment and an additional full day practical experience. All practical components 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.

## PERFORMING ARTS: DRAMA

### PHYSICAL THEATRE

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 and devise their own drama work based on a range of performance styles and conventions.

To ensure a safe learning environment suitable for risk taking, the course promotes the development of 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 texts are explored and expressive and performance skills are 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 and/or technical devices.
- Creating a collaborative, devised Year 10 workshop production.

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 dell'arte performance skills
- Breaking traditional performance conventions
- Creating physical theatre compositions
- Creating experimental theatre performances
- Written textual analysis

### Unit 3 Style & Practitioners

- Exploring modern theatrical styles e.g. Theatre of the Absurd
- Through scriptwriting, enable students to voice important issues
- In-depth exploration of expressive and performance skills
- Critically analysing theatrical performances

### Unit 4 Practitioner's Project

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

### Assessment

- Devising, developing and refining 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.

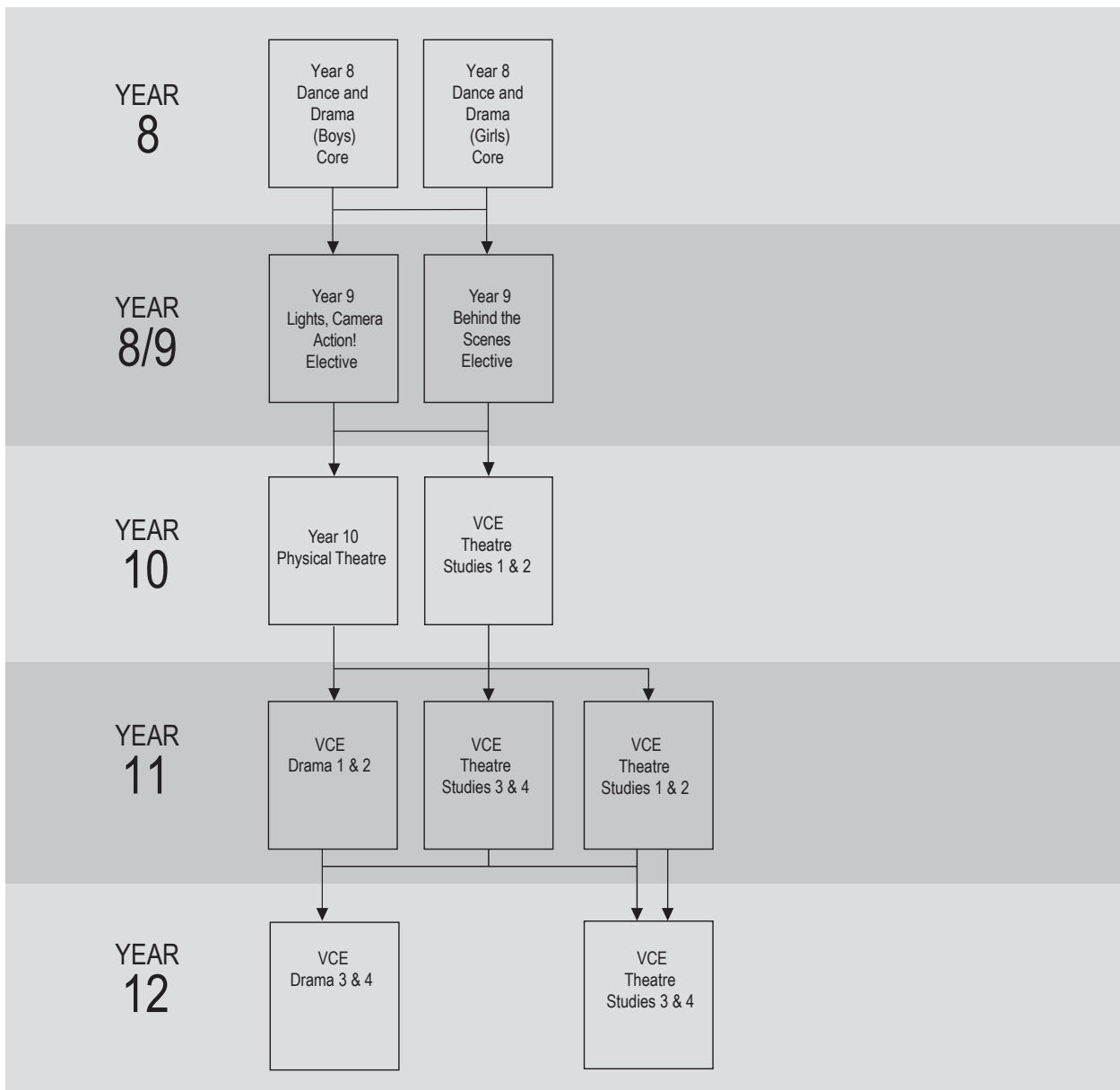
## PERFORMING ARTS: MUSIC

### YEAR 10 MUSIC

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 in the VCE 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

## PERFORMING ARTS

### Proposed course pathways to Tintern Performing Arts



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

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 VCE.

#### ART NOW – PAINT, DRAW, PRINT

An Introduction to VCE Art /Studio 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 how and why Artists explore various themes, ideas and cultures, and how they can express their own ideas through artmaking practices. Students will:

- Use a visual diary for developing and discussing works



- Explore various art history movements, experiment and use a variety of contemporary materials and techniques
- Explore an Art Gallery
- \* Use a variety art forms including drawing, painting, printmaking and mixed media when making artworks

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

### DIGITAL PHOTOGRAPHY - BEYOND BASICS

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 as well as exploring applications with the use of smart phones. The aim is to explore beyond the 'point & Shoot' and explore composition, inspiration, digital effects and manipulation of images to make an artistic statement. How to take the 'everyday' image and make it 'art' (or what makes a photograph Art?)

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

### INTRODUCTION TO VISUAL COMMUNICATION DESIGN

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 contexts - such as sustainability and designing for a specific audience. 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 such as Communication, Industrial and Environmental design.

*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 2022:

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

## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

Accounting  
 Art  
 Australian and Global Politics  
 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  
 Mathematics: General Mathematics  
                     Mathematical Methods  
                     Specialist Mathematics  
 Music: Music Performance  
 Philosophy

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  
 Australian and Global Politics  
 Business Management  
 Drama  
 Economics  
 English Studies:  
     English  
     English Language  
     Literature  
     English as an Additional Language  
 Extended Investigation  
 Geography  
 Health and Human Development  
 History: Revolutions  
 Legal Studies  
 Languages:  
     Chinese  
     French  
 Mathematics:  
     Further Mathematics  
     Mathematical Methods  
     Specialist Mathematics  
 Music: Music Solo Performance  
 Outdoor and Environmental Studies  
 Philosophy  
 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

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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

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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 AUSTRALIAN AND GLOBAL POLITICS

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VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

Australian Politics (Units 1 and 2) is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include

representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America.

Global Politics (Units 3 and 4) is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

### **VCE Unit 1: Ideas, actors and power**

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All of these forms of participation in Australian democracy influence the political agenda.

#### **Areas of Study**

##### **Power and Ideas**

This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy.

Students explore the characteristics of the Australian political system and investigate a case study of a non-democratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

##### **Political actors and power**

In this area of study students explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics. They can formulate and advance ideas which are contested in elections. If successful, a party can form government and shape the political agenda. Unlike political parties, interest groups do not usually seek parliamentary representation. Rather, they seek to influence the government of the day about particular issues. These issues may be local and/or global. The media also plays a significant role in reporting and interpreting Australian politics. This area of study explores the ways social media and the 24-hour news cycle influence political debate.

#### **Outcomes**

1. Identify and explain key ideas relating to the exercise of political power.
2. Analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.
3. Explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

#### **Assessment**

Tasks for assessment in this unit may be selected from the following: a social media campaign, a research task, a case study, an essay, short answer responses, extended response questions, an essay, presentations (oral, multimedia) such as a podcast or video.

### **VCE Unit 2: Global connections**

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

#### **Areas of Study**

##### **Global Links**

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

Students investigate key political, economic and social links throughout the global community. Political links are illustrated by the increased role of international non-government organisations (NGOs) such as Amnesty International and the prominence of global political movements such as Avaaz. Economic links have changed the way in which commerce, trade and investment occur as seen through the rise of e-Bay and online shopping. This has facilitated the growing power of transnational corporations (TNCs) to shape global trading patterns and political agendas, as seen through the global reach of corporations such as Apple, Toyota and Shell. Social links – the way citizens communicate, network and travel – have been transformed by Facebook, Twitter and Instagram and the increased accessibility of air travel. Students examine the impact of these global links on the state, human rights, culture and the environment.

##### **Global co-operation and conflict**

In this area of study students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The theory of cosmopolitanism advocates a global community with a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. The global community is composed of citizens, states, Intergovernmental Organisations (IGOs) such as the United Nations and the World Trade Organization, NGOs, TNCs and other non-state actors. Students consider the extent to which this notion of a cosmopolitan global community can effectively deal with global challenges posed by the realist perspective of some global actors.

#### **Outcomes**

1. Identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

2. Describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

### Assessment

Tasks for assessment in this unit may be selected from the following: a social media campaign, a research task, a case study, an essay, short answer responses, extended response questions, an essay, presentations (oral, multimedia) such as a podcast or video.

### VCE Unit 3: Global actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

### Areas of Study

#### Global actors

In this area of study students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC).

The state has traditionally been seen as the central actor within global politics because the world is predominantly divided into these political communities. However, the power of the state is being challenged. Students develop an understanding that all global actors have the capacity to challenge state sovereignty to varying degrees.

The ongoing need for states to pursue security and stability has brought about increased examination of the role of global governance. Students explore the aims, roles and power of IGOs: the United Nations (UN), the International Monetary Fund (IMF) and the International Criminal Court (ICC).

Non-state actors include a range of non-government organisations (NGOs) that pursue global objectives in relation to particular areas (for example, human rights, environmental protection); organised religions that engage in international advocacy; and groups that do not accept the legitimacy of the state, such as terrorist organisations.

#### Power in the Asia-Pacific

In this area of study students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years. For this area of study, students study ONE of the following states in the Asia-Pacific: Australia, China, Indonesia, Japan, United States of America.

National interests are used by states to describe, support and inform domestic and foreign policy actions. Students learn that although states vary markedly, they share a common interest in maintaining their sovereignty and national security. They also learn that one state's national interests can differ from other states' interests.

To achieve its national interests, a state may use various types of hard and soft power. Students consider the main foreign policy instruments available to the state: diplomacy, trade, aid and military.

### Outcomes

1. Evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.
2. Analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.

### Assessment

The student's performance on each outcome is assessed by at least one of the following tasks:

- a multimedia presentation
- a case study
- an essay
- a report
- short answer responses
- an extended response

### VCE Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

### Areas of Study

#### Ethical issues and debates

In this area of study students examine debates about TWO global ethical issues. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. International law encompasses a wide range of rules that might be seen to govern the actions of states in international relations such as treaties, declarations, bilateral and multilateral agreements and even decisions made by bodies such as the UN Security Council. Students consider the international law that relates to these issues. They examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law.

#### Global crises

In this area of study students investigate the causes of TWO global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution. Students discover that the causes of these crises may be cyclical and the responses can at times exacerbate the original crisis.

TWO global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

### Outcomes

1. Analyse the debates relating to TWO global ethical issues, and evaluate the effectiveness of global actors' responses to these issues.
2. Analyse TWO contemporary global crises and evaluate the effectiveness of global actors' responses to these.

## Assessment

The student's performance on each outcome is assessed by at least one of the following tasks:

- a multimedia presentation
- a case study
- an essay
- a report
- short answer responses
- an extended response

## 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 COMMERCE

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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

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 nations' 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 an 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.

## **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

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.

##### **Assessment:**

- demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble works based on stories and/or characters
- document the use of processes to create and develop stories and characters in:
  - a paper-based journal
  - an e-journal
  - a journal that combines hard and soft copy components.

#### **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.

### Assessment:

- Perform devised solo and/or ensemble drama work that features stories and characters.

## 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.

### Assessment:

Analyse the drama work created and performed in Outcomes 1 and 2 using one of the following formats:

- an oral presentation
- a multimedia presentation
- responses to structured questions.

## 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.

### Assessment:

- Write an analysis in response 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.

### Assessment:

- demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble works based on stories and/or characters
- document the use of processes to create and develop stories and characters in:
  - a paper-based journal
  - an e-journal
  - a journal that combines hard and soft copy components

## 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.

### Assessment:

- Perform a devised solo or drama work that features stories and characters

## 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.

### Assessment:

Analyse the drama work created and performed in Outcomes 1 and 2 using one of the following formats:

- an oral presentation
- a multimedia presentation
- responses to structured questions.

## 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.

#### **Assessment:**

- Write an analysis in response 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 devised 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

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### 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 cultures 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 EXTENDED INVESTIGATION

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This subject offers capable students seeking extra challenges an opportunity to develop their higher order thinking and research skills. It is a Unit 3 and 4 option only, designed for students who have completed one or two Unit 3/4 subjects in Year 11 and who seek to extend themselves by undertaking a pre-tertiary research program, to prepare them for the rigours of tertiary coursework.

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. The skills which students develop in this study are transferable to any higher education course or vocational education and training program.

#### The Study is comprised of a Units 3 and 4 sequence:

#### Extended Investigation Unit 3: Designing an Extended Investigation

#### Areas of Study

1. Designing a research question – to be lodged with VCAA in Term 1 – internally assessed
2. Planning and commencing the investigation - internally assessed
3. Critical Thinking

#### Outcomes

- Submission of an Extended Investigation journal demonstrating skill acquisition including, but not limited

to, development of critical thinking skills, understanding of research methodologies, literature review skills, evidence of development of research project management and timelines, skill development in academic report writing conventions, ethical issues relevant to the question.

- Oral presentation outlining the central issue of the investigation and research data gathered to date.
- An externally assessed Critical Thinking Online Test consisting of short-answer questions and extended response items.

#### Assessment

- AOS 1 & 2 internally assessed and combined for 30% of Study Score
- AOS 3 externally assessed by online Critical Thinking Test, contributing 10% to Study Score

#### Extended Investigation Unit 4: Presenting an Extended Investigation

##### Areas of Study

1. Presenting the final research report. May use presentation software and/or posters.
2. Defending research findings

##### Outcomes

- Completion of a written report (4000 words) for an educated non-specialist audience which presents and evaluates the results of the extended investigation. The report must include an abstract, literature review, methods and findings, an evaluation and conclusion.
- Live presentation/defence (15-20 minutes) to an external assessment panel which explains the investigation, evaluates the research process and defends research findings.

##### Assessment

- AOS 1 externally assessed for 40% of Study Score
- AOS 2 externally assessed for 20% 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: issues and challenges

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.

The core assessment task for Outcome 2 is a fieldwork report of approximately 1500–2000 words.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- structured questions
- a case study
- analysis of geographic data
- a multimedia presentation

### 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: issues and challenges

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.

The core assessment task for Outcome 2 is a fieldwork report of approximately 1500–2000 words.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation

### 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 two major processes that are changing land cover in many regions of the world:

- deforestation
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these two processes. They select one location for each of the two 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 2: 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) 10%
- Fieldwork report (approximately 1500–2000 words). 50%
- Analysis of geographic data (approximately 50–60 minutes). 40%

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. 40%
- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses. A research report or case studies. 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

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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 AND FRENCH - (SECOND LANGUAGE) AND CHINESE - (FIRST LANGUAGE)

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 and French)

#### 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 and French)

#### 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

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## 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

### 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 PHILOSOPHY

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VCE Philosophy is a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life.

### VCE Unit 1: Existence, knowledge and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others.

#### Areas of Study

##### Metaphysics

Metaphysics is the study of the basic structures and categories of what exists, or of reality. It is the attempt to work out a logical account of everything that we know or believe about existence, including all our scientific knowledge. This area of study introduces students to metaphysical problems through a study of questions associated with selected themes.

##### Epistemology

This area of study introduces students to basic epistemological problems through a study of questions associated with selected themes. Students also consider philosophical problems in contemporary debates, including the implications of accepting particular views about knowledge; for example, what are the implications for the authority of science from a position that knowledge, belief and truth are relative to different cultures? Does considering this implication lead to a revision of the initial position?

##### Introduction to philosophical inquiry

This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of informal logic and other techniques of philosophical reasoning, such as analogical reasoning, that are essential to the study of problems in metaphysics and epistemology. They explore cognitive biases and consider any implications for approaching problems in epistemology and metaphysics, for example the relation between confirmation bias, science and pseudo-science, and attribution bias and questions of causality.

#### Outcomes

1. Analyse metaphysical problems and evaluate viewpoints and arguments arising from these, and identify metaphysical problems in relevant contemporary debates.
2. Analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in the context of relevant contemporary debates.

3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

#### Assessment

Tasks for assessment in this unit will be selected from the following: an essay, a written analysis, short-answer responses, a written reflection, presentations (oral, multimedia), a dialogue (oral, written), a research task.

### VCE Unit 2: Questions of value

This unit enables students to explore philosophical questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses.

#### Areas of Study

##### Ethics and moral philosophy

In this area of study students are concerned with discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday dilemmas, as well as issues debated in the media and important moral challenges of our times.

##### Further problems in value theory

This area of study provides students with an introduction to value theory questions and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value.

##### Techniques of philosophical inquiry

In this area of study students develop their abilities to analyse and evaluate philosophical viewpoints and arguments. They examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion. Students develop their capacity for metacognition through consideration of reflective equilibrium.

#### Outcomes

1. Analyse problems in ethics and moral theory and related contemporary debates, and evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.
2. Analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis and evaluation of philosophical viewpoints and arguments, including those in value theory.

#### Assessment

Tasks for assessment in this unit will be selected from the following: an essay, a written analysis, short-answer responses, a written reflection, presentations (oral, multimedia), a dialogue (oral, written), a research task.

### VCE Unit 3: Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than

their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

### Areas of Study

#### Minds and bodies

In this area of study students examine the views of those who argue that the mind is nothing more than the body, as well as those that think there is more to the human mind than just the body, and consider whether the two can exist independently of each other

#### Personal identity

In this area of study students explore selected positions on personal identity and the arguments for and against them. In doing so, students consider the implications of views on personal identity for personal responsibility of past actions and personal concern for future happiness. Students apply their understanding of philosophical concepts and problems related to personal identity to analyses of contemporary debates such as organ transplants and cloning.

#### Outcomes

1. Examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates.
2. Analyse, compare and evaluate viewpoints and arguments on personal identity in the set texts and discuss related contemporary debates.

#### Assessment

The student's performance on each outcome is assessed by at least two of the following tasks:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)

At least one essay task is required for Unit 3.

#### VCE Unit 4: The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

#### Conceptions of the good life

In this area of study students are exposed to philosophical concepts, debates and perspectives on the nature of the good life through a study of philosophical texts. As they reflect on the implications of accepting the views and arguments presented by these thinkers, students develop their own critical responses to the authors' viewpoints and arguments.

#### Living the good life in the twenty-first century

In this area of study students develop and justify responses to

debates on technological development in relation to the good life. They outline arguments made in a variety of sources and critically respond to them. They explore the interplay between the changing conditions of contemporary life and our ability to live a good life, considering how the strength of the interplay is dependent not only on the nature of developments in contemporary life but on the conception of the good life.

#### Outcomes

1. Discuss concepts related to the good life, and analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.
2. Discuss contemporary debates related to technological development and the good life, and examine the interplay between technological development and conceptions of the good life.

#### Assessment

The student's performance on each outcome is assessed by at least two of the following tasks:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)

At least one essay task is required for Unit 4.

#### 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 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 main 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 organisms regulate their functions?**

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

#### **Areas of study**

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

#### **Outcomes**

On completion of this unit the student should be able to

1. explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
2. explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

## Assessment

### School-assessed coursework

For each of Outcomes 1 and 2 this will include at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to a bioethical issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster.

### For Outcome 3

- a report of a student-adapted or student-designed scientific investigation using a selected format such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation.

Written examination in June – 90 minutes

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

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

#### Areas of study

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

#### Outcomes

On completion of this unit the student should be able to

1. explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

## Assessment

### School-assessed coursework

For each of Outcomes 1 and 2 this will include at least one task selected from:

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- a modelling or simulation activity
- problem-solving involving biological concepts and/or skills
- a response to a bioethical issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster.

## For Outcome 3

- a response to an investigation into a bioethical issue relating to genetics or reproductive science or adaptations beneficial to survival

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.

#### Areas of study

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

#### Outcomes

On completion of this unit the student should be able to

1. analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

## Assessment

### School-assessed coursework

For each of Outcomes 1 and 2 one task will be selected from:

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- analysis and evaluation of a contemporary bioethical issue.

Each task will contribute 50% of the marks allocated for the outcomes.

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

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

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to.

#### Areas of study

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

#### Outcomes

On completion of this unit the student should be able to

1. analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

- design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

#### Assessment

##### School-assessed coursework

For each of Outcomes 1 and 2 one task will be selected from:

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- analysis and evaluation of a contemporary bioethical issue.

##### For Outcome 3

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

Each task will contribute 33.3% of the marks allocated for the outcomes.

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

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

#### Units 3 & 4

##### 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 Units 3 & 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

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

##### Outcomes

On completion of this unit the student should be able to

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

##### Assessment

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

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

##### Outcomes

On completion of this unit the student should be able to

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

##### Assessment

##### 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.

Written examination in November - 120 minutes

### 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%

School-assessed Coursework for Unit 3 will contribute 16% to the study score.

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

### Unit 4: How 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 contributing 30%

A structured scientific poster according to the VCAA template contributing 30%

#### 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.

### Units 3 & 4

#### 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 Units 3 & 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.

Written examination in November - 90 minutes

### **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%

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.

### **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%

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.

### 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.

## 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

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- 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. It is also preferred that students complete Units 1 and 2 of any of the subjects on offer to allow for the development of skills, techniques and theoretical components in Units 3 and 4.
- 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

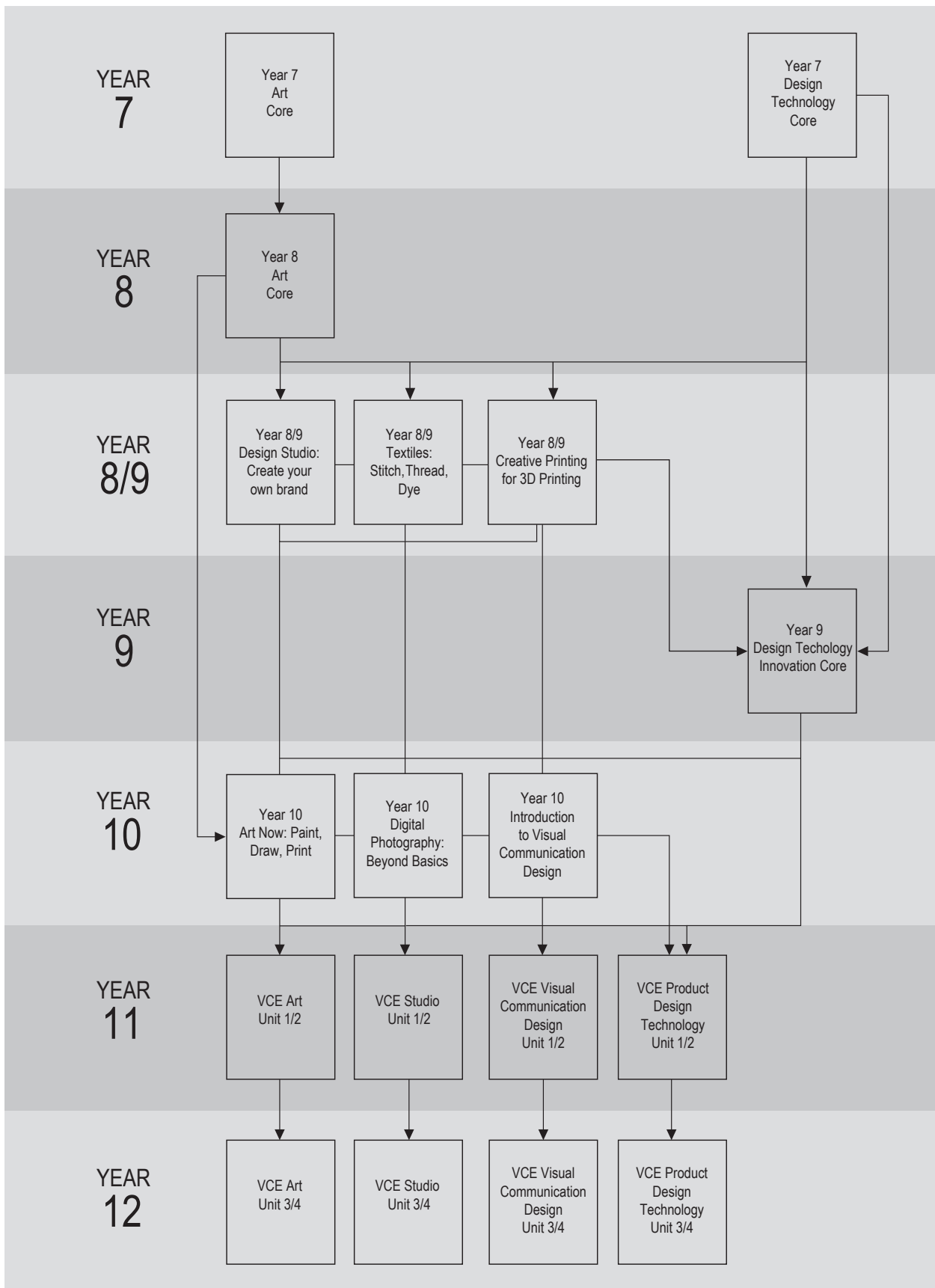
Students use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype/model, and compare the finished product or prototype with the original design.

### 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

# VISUAL ARTS AND DESIGN

## Proposed course pathways to Tintern Visual Arts and Design Program



\* Unit 1/2 offered at Year 10

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.

#### 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 |

*The cost of materials used will be charged to the student's account.*

## 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 2022, 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.
- \$350 to cover the cost of foodstuffs used in food preparation (Units 1 and 2).
- \$400 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)



The VCE VET Creative and Digital Media program is drawn from a nationally recognised training package to provide students with a broad range of skills and knowledge to pursue a career or further training in areas such as web development, animation, graphic design and photography. The qualification integrates the creative and technical aspects of digital media, providing skill development in both digital design and a wide range of industry standard software applications. The course is therefore suitable for both students interested in design who want to develop their digital skill set to an industry level standard as well as ICT-focused students who want to learn about digital media formats and their integration within web-based systems.

#### **Aims**

- provide participants with the knowledge and skill development for the achievement of units of competency that will enhance their employment prospects within digital media industries
- enable participants to gain a recognised credential and make a more informed choice of vocational and career paths

#### **Areas of Study**

The course has three main areas of focus that students develop within their first year and then build on and diversify their knowledge of in the second year, all of which involve use of the Adobe Creative Cloud suite of software:

- digital image creation, manipulation and formatting, such as photography, video and vector file formats, Adobe Illustrator, Premiere, Photoshop and Lightroom, camera safety and handling, image composition and manipulation, colour correction, metadata management and data compression methods
- animation techniques and processes, such as drawing by frames, rotoscoping and “tweening” using Adobe Animate as well as asset and file management protocols and formatting processes involving Adobe Illustrator, Photoshop and Premiere
- web development and authoring using Adobe Dreamweaver supported by knowledge of HTML and CSS, as well as file naming and electronic publishing protocols, content writing and editing and link and syntax checking

#### **Units of Competence**

##### **VCE VET Units 1 and 2**

- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBWHS201 Contribute to health and safety of self and others
- CUAACD201 Develop drawing skills to communicate ideas
- CUADIG201 Maintain interactive content
- CUAIND301 Work effectively in the creative arts industry
- ICTWEB303 Prepare digital images for the web

##### **VCE VET Units 3 and 4**

- BSBDES302 Explore and apply the creative design process to 2D forms
- CUAANM301 Create 2D digital animations
- CUADIG302 Author interactive sequences
- CUADIG304 Create visual design components
- 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.

### COMMON TERMS:

#### GAT

General Achievement Test: Undertaken by VCE students. Each student undertaking a VCE Unit 3&4 study is expected to complete the GAT.

#### 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.

#### VTAC

The Victorian Tertiary Admission Centre administers student selection for Victoria’s tertiary institutions.



# TINTERN GRAMMAR

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