



TINTERN  GRAMMAR

# SENIOR COLLEGE

## COURSE AND SUBJECT GUIDE

2024



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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 hope to 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

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 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 able to be:

- Knowledgeable and Caring Thinkers
- Open-Minded Enquirers
- Balanced Risk Takers
- Principled and Reflective Communicators

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**

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

### **Fitness**

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

### **Organisation**

- a. Plan your study time: not only WHEN you will study but WHAT and HOW you will study
- b. Do not sit down to study and then try to decide what you will do – this is a sure way of wasting valuable time.
- c. 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.
- d. Break study time into blocks allowing for 5–10 minutes break after each hour.
- e. Use an efficient reading method, for example the SQ3R - Survey, Question, Read, Recall, Review.

### **Goals**

- a. Aim to do your best in all tasks, but be realistic and do not set unrealistic goals you cannot possibly reach or you will become disappointed and frustrated.
- b. 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.
- c. Set a realistic goal that will allow time at the end for revision, and then stick to your plan.

### **Self-Discipline**

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

## KEY STAFF CONTACTS

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Students and parents may obtain advice from:

Principal	Mr Bradley Fry
Vice Principal	Mr Jason McManus
Assistant Principal	Ms Oriana Constable
Head of Secondary	Mr Brett Trollope
Middle School Coordinator & Years 7/8 Girls Year Level Coordinator	Mrs Anthea Watkins
Year 10 Level Co-ordinator	Mr Rowan Kidd
Year 11 Level Co-ordinator	Mrs Megan Scholz
Year 12 Level Co-ordinator	Mrs Heather Ruckert
VCE/VET Co-ordinator	Mr James Henderson
Careers Education Consultants	Mrs Heather Ruckert, Ms Catrina Ord

## HEADS OF DEPARTMENT 2024

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Head of Commerce	Mr James Henderson
Head of Learning Enhancement	Mrs Megan Scholz
Head of English	Ms Kathryn Brentwood
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	Ms Melinda Quirillo
Head of Music	Mrs Lisa Clarke
Head of Physical Education	Ms Catrina Ord
Head of Religion Studies	Rev Alison Andrew
Head of Science	Mrs Lanna Derry
Head of Sport	Mr Ashley Viney
Head of Visual Arts and Design	Mrs Rachel Waud

## FROM THE HEAD OF SECONDARY

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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 Units 1 and 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.



**Mr Brett Trollope**  
Head of Secondary

## ASSESSMENT AND REPORTING

As students move through Tintern Grammar, their progress and achievements are monitored through on-going classroom assessment and specially set external assessment. 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 tasks 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.

## STUDENT PROGRESS CONFERENCES

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 Units 3 and 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 drawn from progressively assessed tasks throughout the Semester 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	Excellent standard achieved	(80%+)
B	Good standard achieved	(70%+)
C	Satisfactory standard achieved	(60%+)
D	Minimum standard achieved	(50%+)
E	Minimum acceptable standard	(40%+)
UG	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 and 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

### 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 employment 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 2024. 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

### 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

Geography  
- Extended Investigation  
Health and Human Development  
- Psychology in Action  
- The Café Experience  
History  
- Taking Political Action  
Information and Communications Technology  
- Animation and Web Development  
Languages  
- Chinese  
- French  
Outdoor Education  
Performing Arts  
- Drama  
- Music  
Science  
- Medical Science - Behind the Scenes  
Visual Arts and Design  
- Art Now - Paint, Draw, Print  
- Introduction to Visual Communication Design

*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 Units 1 and 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 25 of this Guide.*

### Ebook Levies

In 2024, all ebooks and online subscriptions listed as required texts on the booklist will again be charged to parents' school account as a levy rather than as purchases made through Campion. This will be stated on the booklist for each relevant subject. These charges will allow the school to bulk buy access codes and subscriptions directly from the publishers, which enables us to secure competitive prices and provide a higher level of technical support to families.

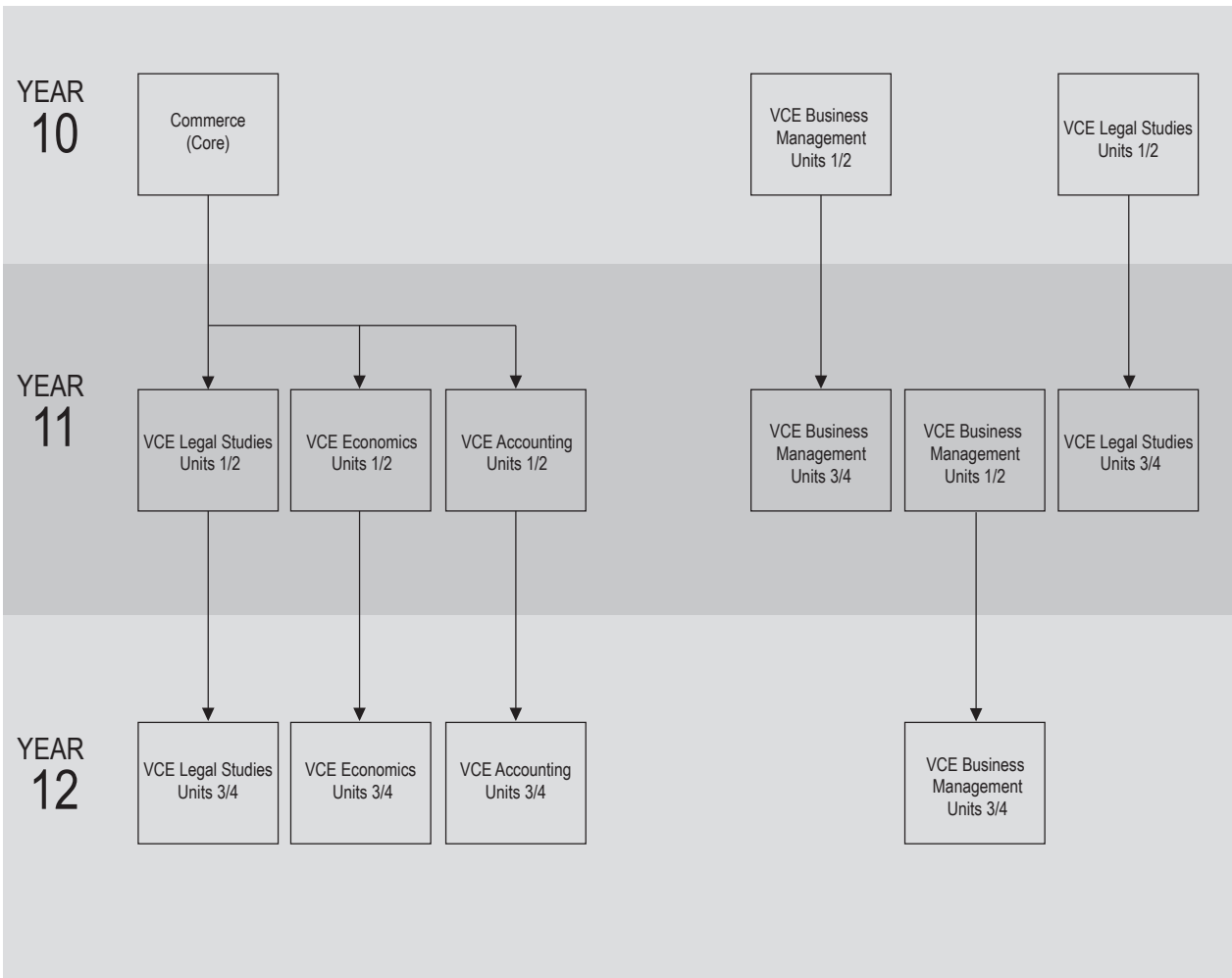
## YEAR 10 SUBJECTS

### YEAR 10 COMMERCE

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

## COMMERCE

The Commerce stream of subjects is designed to allow students to select from a range of Business and Civics education alternatives.



## ECONOMICS

- The study of Economics will be focussing on key microeconomic concepts including the role of consumers and producers and the principles of behavioural economics, as well as introducing macroeconomic concepts
- 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
- This unit introduces students to Accounting for a small business. Students learn about how Accountants can assist businesses through the Accounting Process and practice recording transactions and reporting for a business.

## 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.

### 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.

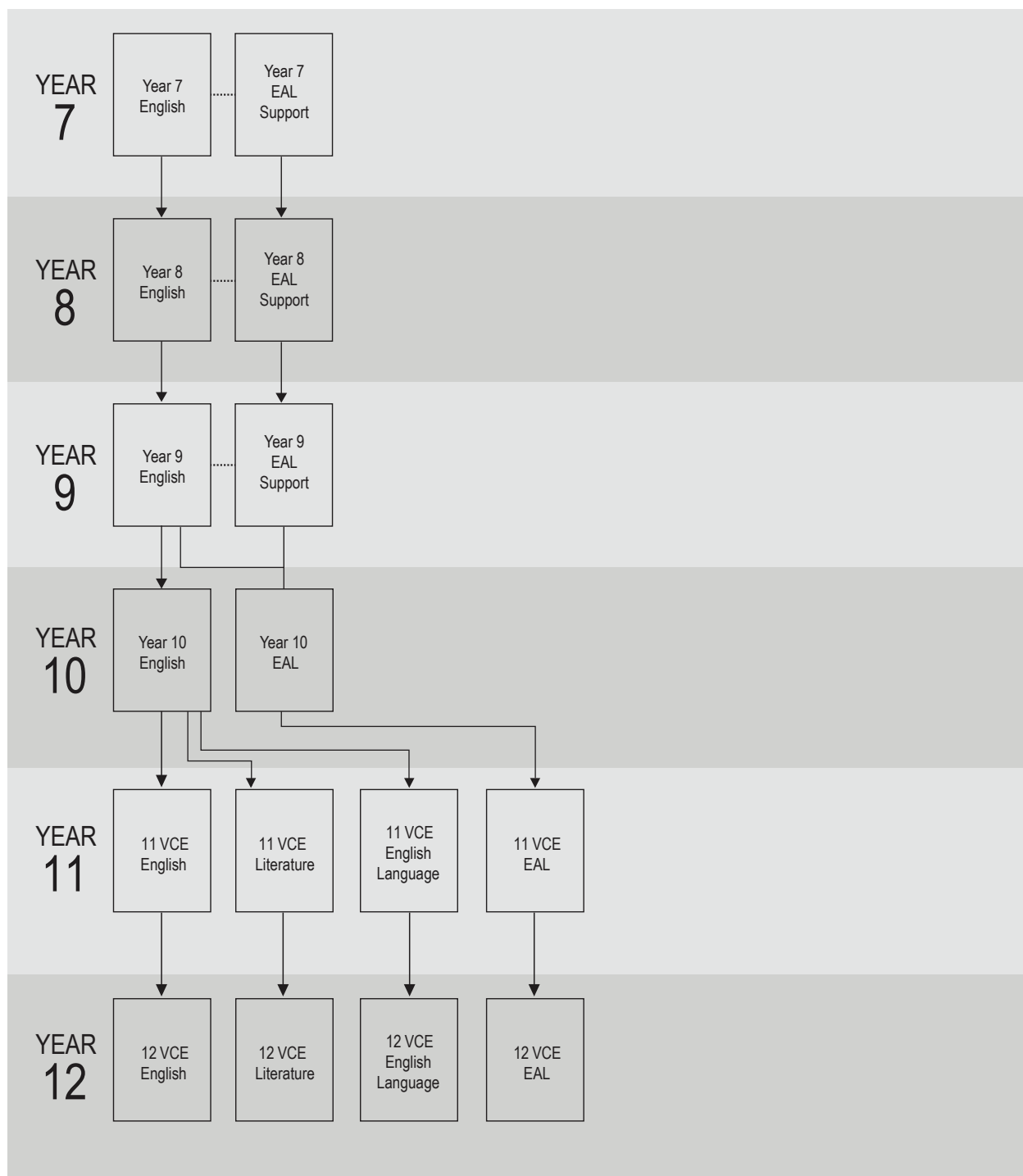
Students entering the VCE can choose at least one of the available English subjects: mainstream English, English as an Additional Language (if eligible), Literature or English Language. They may choose more than one of these. The latter two are considered more specialist courses for students with particular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

# 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.

refine revising and editing skills. The course is designed to enable students to select the senior English subject/s which will best suit their needs and interests. To that end, students experience elements of each of these senior courses over the year: English, English Language and Literature.

#### Areas of Study

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

#### 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 and Head of English as requiring a period of intensive English studies. Intensive English tuition, that is not part of the School's standard offerings, can be arranged with an external provider. 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. Eligibility for Year 12 English as an Additional Language (EAL) instead of English, is dependent upon criteria mandated by the VCAA. Students in Years 7–11 are assessed by the school for EAL classes according to student needs. 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 geospatial technologies 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 creation and analysis
- 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

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.

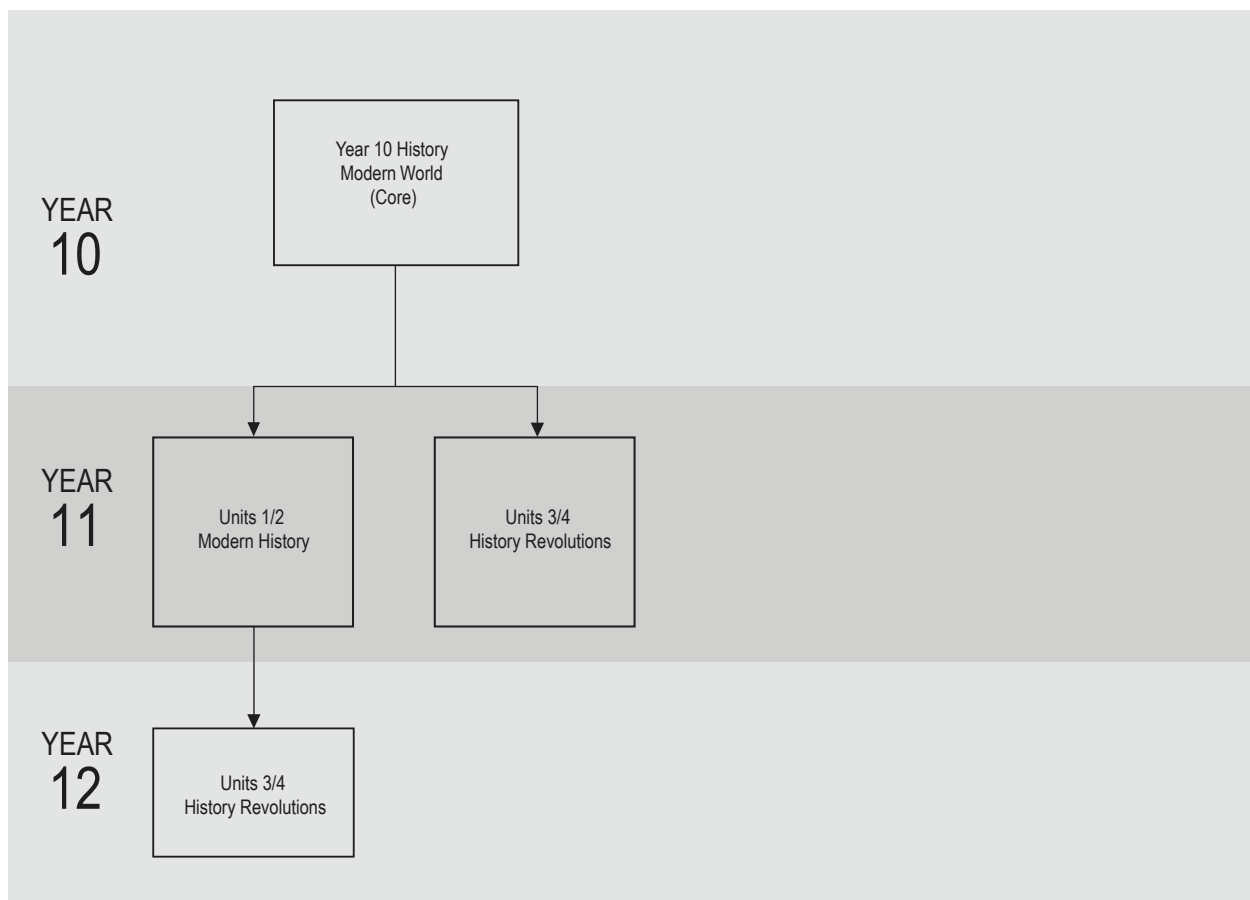
In their study of the twentieth century, students are introduced to the concepts of nationalism, imperialism, colonialism, democracy, citizenship, totalitarian dictatorship, racism, human rights, gender, class, socialism, capitalism, fascism, communism, Zionism, national identity, terrorism and religious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

# HISTORY



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

## Areas of Study

These will be drawn from:

1. Second World War (1939-45): An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.
2. Building Modern Australia (1945 - present) An investigation of the effects of significant post Second World War world events, ideas and developments on Australian society.

## 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

The Mathematics staff, in consultation with the Head of Mathematics, will make recommendations to Year 9 students and parents of the appropriate Year 10 Mathematics course to

undertake in Year 10. Prior to the commencement of classes, students and parents are notified of the course allocations. The composition of the groups will be flexible allowing for student movement between courses where necessary.

Familiarity with technology and understanding of particular skills required in each area of study form the basis of all senior units. Students will learn to work with CAS calculators in all areas of their mathematical study and each student studying Mathematics in Year 10 requires a Casio ClassPad CAS calculator.

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

- Year 10 General Mathematics
- Year 10 Mathematics (Core)
- Year 10 Enhancement Mathematics
- Mathematical Methods: Units 1 and 2 (for students who have successfully completed the Year 9 Accelerated Mathematics course).

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

## 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 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.

This course provides students with the necessary skills to effectively use the CAS calculator in VCE General Mathematics. Students need to be able to work with and without technology as required.

### Areas of Study

The topics covered include:

- Number skills
- Trigonometry
- Measurement and errors
- Linear Graphs
- Statistics
- Financial mathematics
- Geometry
- Introduction to networks

### 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 one mid-year and two end-of-year examinations.

## YEAR 10 MATHEMATICS (CORE)

The Year 10 Mathematics course will cover appropriate content from the syllabus documented in the Year 10 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. 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.

This course provides students with the necessary skills to effectively use the CAS calculator in VCE Mathematical Methods. Students need to be able to work with and without technology as required.

### Areas of Study

The topics covered in Year 10 Mathematics include:

- Linear inequations and associated graphs
- Simultaneous Equations
- Trigonometry
- Algebra
- Probability
- Exponential equations
- Logarithmic scales
- Statistics of univariate and bivariate data

### 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 ENHANCEMENT MATHEMATICS

This subject is available only by teacher recommendation.

Enhancement Mathematics seeks to challenge and extend the high-performing mathematics students. The curriculum covers all elements from the Year 10 Core course as well as further content to bolster their algebraic skills. This course will also extend students with further functions and introductory calculus. There will also be emphasis on developing proofs, deeper reasoning and problem-solving. Students demonstrating high proficiency in Mathematics – generally those achieving an A or A+ as an overall grade – may be invited to study Enhancement Mathematics in place of their mainstream Mathematics course.

This course provides students with the necessary skills to effectively use the CAS calculator in VCE Mathematical Methods. Students need to be able to work with and without technology as required.

### Areas of Study

Students will cover all the topics in Core mathematics as well as:

- Algebraic fractions
- Further non-linear functions
- Rates of change – introduction to calculus
- Combinatorics

### 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 VCE MATHEMATICAL METHODS

This course is only available to students who have studied the Year 9 Accelerated course and are recommended to continue along the accelerated pathway by their teacher.

### Unit 1

This unit is studied in Semester One and involves the study of functions and graphs, algebra, probability and introductory calculus. Students are expected to perform algebraic manipulation to solve equations, sketch functions and solve probability applications. The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

### Areas of Study

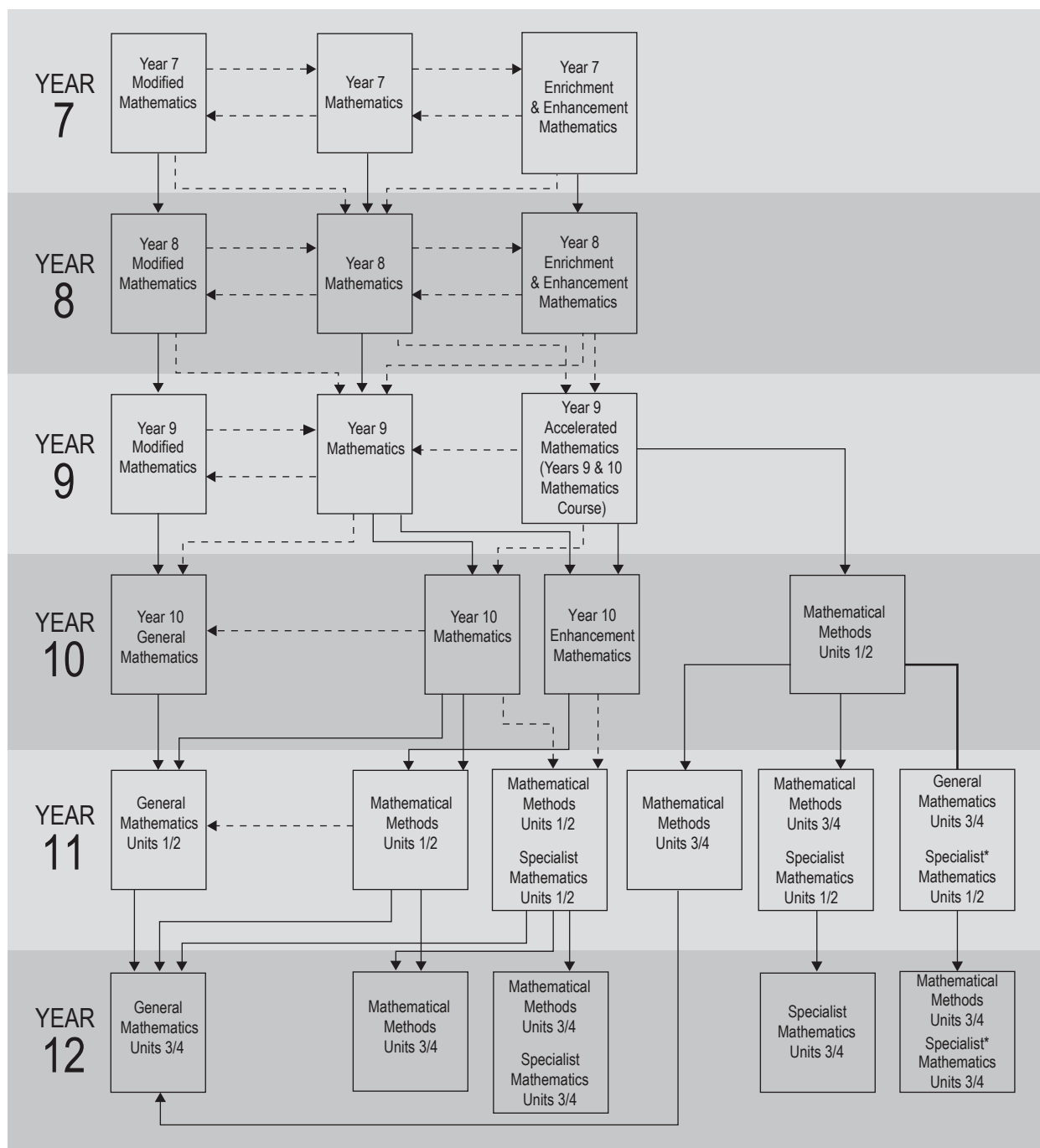
- Functions, relations and graphs
- Algebra, number and structure.
- Introductory Calculus
- Data analysis, probability and statistics.

### Outcomes

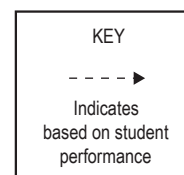
1. Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures in relation to the topics studied.
2. Students should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics 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.

# 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 one 90-minute short answer style examination without access to a calculator, one 90-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

### Unit 2

This unit involves the study of further functions including exponential, logarithmic and trigonometric functions. Students are expected to carry out and apply differentiation and anti-differentiation with and without technology, recognize and apply algorithms, perform algebraic manipulation and use sets, tables and counting techniques to solve probability applications.

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

### Areas of Study

- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus
- Data analysis, 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 a 60-minute short answer style examination without access to a calculator, a 120-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

## 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
  - Cardio-Boxing
  - Pilates
  - Pump & Body balance
  - Spin
- Self Defence

Semester 2:

- Croquet
- Golf
- Lawn Bowls
- Pilates
- Racquet Sports

### Areas of Study: (Boys)

Semester 1:

- Golf
- Ultimate Frisbee
- Football Codes
- Water Polo

Semester 2:

- Croquet
- Fitness
  - Spin
- Lawn Bowls
- Racquet Sports
- Self defence

### 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

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 and 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 2024, 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

### GEOGRAPHY

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**EXTENDED INVESTIGATION**

This elective is based on the VCE Extended Investigation Units 3 and 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

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## PSYCHOLOGY IN ACTION

This course is only available to Year 10 students. It runs for one Semester and has both practical and theoretical components. The subject involves four periods per two-week cycle. The aims of this elective are:

- To better prepare students for VCE as Psychology is a subject that students do not learn about in the middle school years, hence they have no background in the subject.
- To give students a taste of the subject so they can make a more informed choice as to whether to take the subject in VCE.
- To allow students to get some hands on experience in different fields of Psychology.
- To allow students to have an introduction to research methods.
- To cover topics that are important and applicable to the life of a 16-year-old teenager including the cyber stalking, goal setting, motivation, stress, mindfulness, self-confidence and mental health.
- For students to learn material that will be helpful to their lives outside of the classroom.

### Areas of Study

- What is Psychology- careers, study, qualifications, where can I work?
- Psychology as a Science- research methods introduction in preparation for VCE Psychology.
- Forensic Psychology- stalking (cyber stalking), criminal profiling, court room (mental fitness, age of criminal responsibility, mens rea, criminal insanity and eyewitness testimony, focussing on fallibility of memory).
- Sports Psychology- goal setting, arousal, motivation, self-confidence, stress and relaxation (mindfulness), mental skills)
- Clinical Psychology- intelligence tests, personality tests, diagnosing and treating mental health disorders, categories of mental health disorders (PTSD, mood disorders, OCD, schizophrenia and phobias)

### Assessment

- Workbook tasks
- Topic Tests
- Research Tasks

### Cost

There is an additional charge to the student's account of \$30.00 to cover the cost of photocopying booklets for each Area of Study. This is to replace the need for students to buy a textbook.

## 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 prepare food 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.

Students will be encouraged to continue developing their cooking skills independently, and collaboratively as a team with the goal of running a simulated cafe.

### 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 \$165 will be made to the student's accounts to cover the cost of ingredients.*

## HISTORY

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## 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

## 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. A half yearly examination is administered.

### Additional Information

Entry into the annual CLTAV Chinese Reading Competition is encouraged.

### 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. A half-yearly examination is administered.

#### Additional Information

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

## 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

### DRAMA

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 Drama students develop their acting skills as they analyse scripts and devise their own drama pieces 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 with the Malthouse Theatre.

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-Stanislavski & Grotowski

- Acting skills, characterisation and directing
- Presenting drama scenes in a public performance
- Analysing professional theatre performances

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

- Improvisation
- Breaking traditional performance conventions
- Creating physical theatre compositions
- Creating experimental theatre performances
- 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

### Assessment

- Devising, developing and refining drama performances e.g. improvisation, analysis of text for performance, directing
- Presenting polished performances

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

*NB. All Drama students are expected to wear PE uniform or theatre blacks (1 x back top and 1 x black pants/shorts) to classes.*

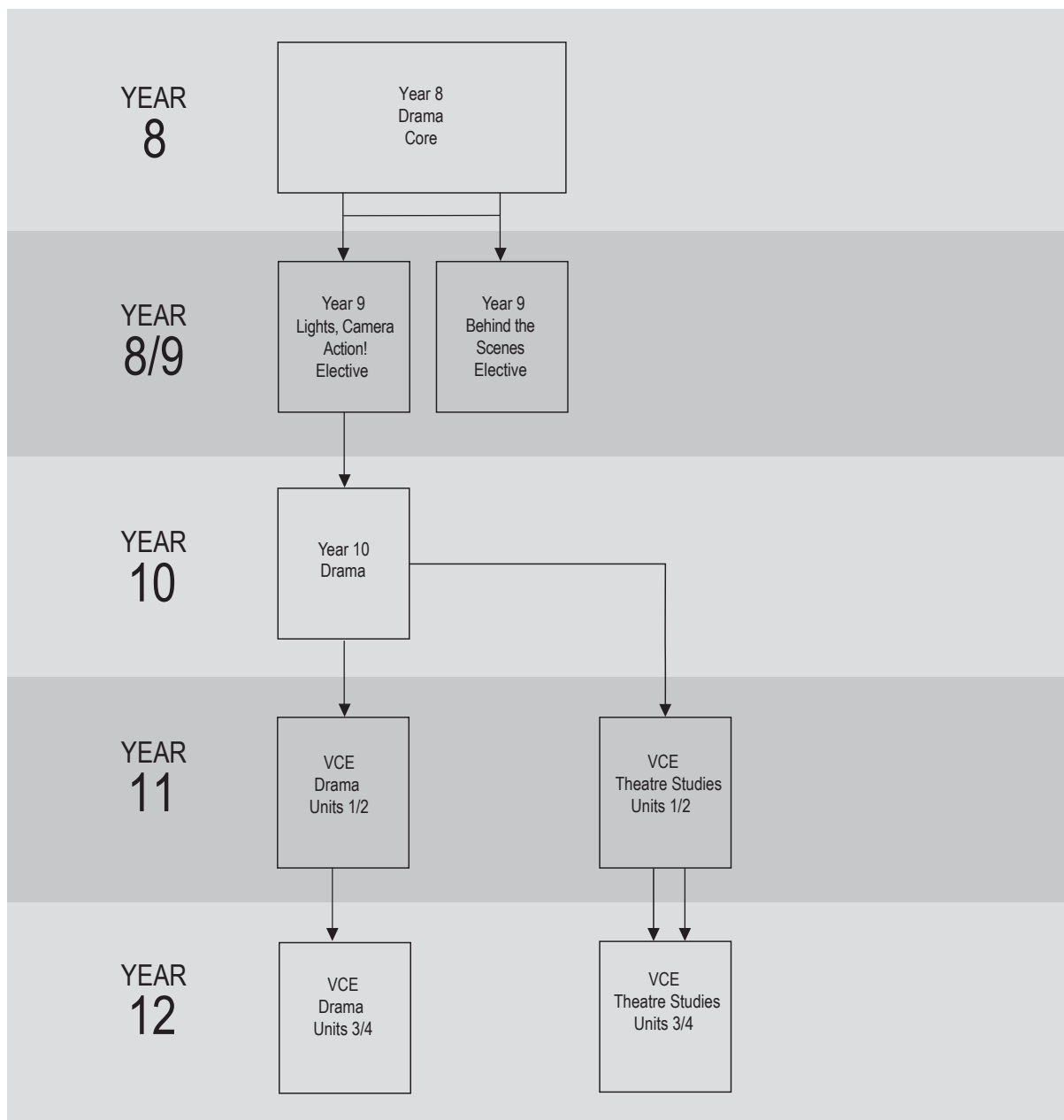
## PERFORMING ARTS: MUSIC

### YEAR 10 MUSIC

Year 10 Music is a semester long course designed to give students an in depth look at the four key areas of music: Performance, Composition, Music Analysis, and Theory. By exploring these aspects of music in a practical way, students will learn to listen, explore, analyse, create, and perform. They then extend themselves by applying this knowledge to areas of music which interest them. This course is suitable for students who are interested and proficient in music and planning to continue to VCE music OR who have an interest and desire to explore music through areas such as music technology but who are NOT

## PERFORMING ARTS

### Proposed course pathways to Tintern Performing Arts



interested in taking their music studies into VCE. It is expected that participants will have some proficiency on an instrument or voice so that they are able to take this knowledge and extend, grow, and experiment with ideas and concepts learnt throughout the course.

#### Areas of study

**Performance** – through ensemble work and solo performance students will begin to learn the art of interpretation, engage with each other's performance through masterclasses, learn the language of performance and gain confidence in working as a soloist and a collaborator. The aim is to progress their skills from each student's stage of learning, whether they have been learning for 12 months or 12 years, every student can develop their performance technique.

**Composition/Arranging** – students will take an area of music which interests them and develop a composition through music

technology such as Ableton or more traditional composition techniques writing for traditional orchestral or contemporary instruments.

**Music Analysis** - Music is made up of many different parts – they are what we call the elements of music. Students will begin to delve into music to understand how music is constructed, what makes it sound the way it does and how composers have, over centuries and still do, use these elements to help convey emotion, stories, and imagery.

**Theory** – Music theory is the backbone of any good developing musician. This aspect of the course is tailored to the student's current skill level, and their field of interest. If they are interested in pursuing VCE music, then this course will prepare the students to begin their VCE music studies in a strong theoretical position. If this is not the avenue they intend to take, the theory will be tailored to help them achieve what it is they wish to explore, whether it be using music technology for composition, or more contemporary/pop music chord theory.

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 are a significant part of the course design and could include but are not limited to such fields of endeavour as: research, composition, arranging, film scoring and projects with a music technology focus and performance. A Year 10 Concert is often created as a result of the work which is undertaken in this course, and this is entirely student focused and driven.

#### Assessment

Performance  
Self-directed project  
Tests & Written tasks

## 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.

## VISUAL ARTS AND DESIGN

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Visual Arts and Design electives offer our students a range of skills to explore and are aimed at developing knowledge, evaluation 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 Creative Practice & Art Making and Exhibiting. 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. Our students will also investigate and discuss how and why Artists explore various themes, ideas and cultures, and how they can identify and express their own ideas through artmaking practices.

Students will:

- Use a visual diary for developing and discussing works in a range of environments

- Explore various art history movements, experiment and use a variety of contemporary materials and techniques
- Explore an Art Gallery
- \* Investigate 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 encourages our students to explore and investigate 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 examine and explore beyond the 'point & Shoot' and investigate and consider 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?)

Our students create 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
- explore and research the history of photography
- investigate, analyse and interpret photographers & their creative practices/ processes

*A levy of \$65 materials used will be charged to the student's account*

### INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This one semester elective encourages our students to explore the further development of technical drawing and rendering, product design and Adobe Illustrator and Photoshop. Our Students explore & investigate 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 in the development of their own design practice.

Students will

- Explore technical drawing and design elements and principles.
- Investigate & Research various design forms and sources of inspiration and generation of ideas.
- Examine & 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 UNITS 1 AND 2 STUDIES

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The Senior College structure provides wider opportunities for some students in Year 10 to consider accelerating in an area and undertake one VCE Units 1 and 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 Units 1 and 2 study in lieu of a Year 10 elective in each semester. A VCE Units 1 and 2 subject cannot replace a Year 10 Core subject, and this includes the study of a VCE language with an external language school.

- Students who have successfully completed the Year 9 Accelerated Mathematics course will be able to undertake Mathematical Methods (CAS) Units 1 and 2 in the Mathematics block in addition to a selected VCE Units 1 and 2 within the elective block.
- All Year 10 students who elect to take a VCE Units 1 and 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 be offer better opportunities for success in acceleration for a given student than others.

## UNITS 1 AND 2 SUBJECTS CONSIDERED AS POTENTIALLY SUITABLE FOR YEAR 10 STUDENTS IN 2024:

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

## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

Australian and Global Politics  
Commerce:  
Accounting  
Business Management  
Economics  
Legal Studies  
English Studies:  
English and English as an Additional Language  
English Language  
Literature  
Geography  
Health and Human Development:  
Health and Human Development  
Food Studies  
Psychology

History:

Modern History

Languages:

Chinese

French

Mathematics:

General Mathematics

Mathematical Methods

Specialist Mathematics

Music

Performing Arts:

Drama

Theatre Studies

Philosophy

Physical Education

Science:

Biology

Chemistry

Physics

VCE VET Creative and Digital Media

Visual Arts and Design:

Art Making and Exhibiting

Art Creative Practice

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)

Australian and Global Politics

Commerce:

Accounting

Business Management

Economics

Legal Studies

English Studies:

English and English as an Additional Language

English Language

Literature

Extended Investigation

Geography

Health and Human Development:

Health and Human Development

Food Studies

Psychology

History:

Modern History

Languages:

Chinese

French

Mathematics:

General Mathematics

Mathematical Methods

Specialist Mathematics

Music:

Music Contemporary Performance

Music Repertoire Performance

Outdoor Education:

Outdoor and Environmental Studies

Performing Arts:

Drama

Theatre Studies

Philosophy

Physical Education

Religion and Society

Science:

Biology  
Chemistry  
Physics

VCE VET Creative and Digital Media

Visual Arts and Design:

Art Making and Exhibiting  
Art Creative Practice  
Product Design and Technology  
Visual Communication Design

## UNITS 3 AND 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 one 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 Units 3 and 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 Units 3 and 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 electronically 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.

## AUSTRALIAN AND GLOBAL POLITICS

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**Australian and Global Politics is the study of contemporary power, conflict and cooperation** in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

Political events and challenges are shaped and influenced by a variety of social, economic, historical, cultural, environmental, technological and psychological factors. VCE Politics assesses how political norms, perspectives, laws and interests influence governance and the operation of governments. Students develop tools for understanding these contemporary political events and challenges. They examine a number of current political systems and processes to better understand how power is used and how conflict may be resolved. They consider the values underpinning liberal democratic societies, including Australia, and assess the range of national and global challenges facing democratic norms and practice. They achieve this by analysing how the different interests and perspectives of political actors affect selected contemporary political issues and crises.

The study of VCE Politics develops students' ability to think politically in the context of increasing global interconnectedness and the conflicts that arise as a result of tensions between political stability and change. VCE Politics focuses on contemporary issues and crises. This means examples and case studies selected for study should be ongoing or have occurred within the last 10 years.

### VCE Unit 1: Politics, power and political actors

In this unit, students learn that politics is about how political actors (individuals such as political leaders or ordinary citizens, or organisations such as parliaments or the United Nations) use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically. Political issues typically arise from the tension between political stability and change; that is, the forces or people working to maintain the status quo and the forces or people working to create change. A political issue will involve a conflict between political actors with different interests and perspectives. The issue may be resolved through cooperation, compromise or coercion, or not at all. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use.

Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

### Areas of Study

#### Power and national political actors

In this area of study, students are introduced to the central concepts of power and legitimacy. Power comes in different forms and arises from different sources, such as legal authority, or military, economic, diplomatic, cultural and technological capacities. This capacity can be thought of as 'power to...' do something. Political actors can also use power in more coercive, even illegitimate, ways that can be thought of as 'power over...' other political actors or ordinary people. Students investigate the types of political actors within states including Australia, and the sources and forms of their power. Legitimacy is the belief that an institution, party or ruler has the right to exercise power. This transforms power into authority and is necessary for the maintenance of political stability and the peaceful achievement of change. Legitimacy may be democratic (for example, through elections), or non-democratic (for example, through manipulation, fear or economic performance), any of which may provide a kind of consent to being governed over. In this area of study, students engage with political thinking through the ideas, institutions and processes that underpin the legitimacy of the Australian system of government. Using one example of a contested political issue, students assess the political significance of the use of power by different political actors.

#### Power and global political actors

In this area of study, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. This has been facilitated by the increasing interconnectedness of the world. These 'global' actors are predominantly states and their leaders, institutions of global governance or of regional cooperation, non-government organisations, transnational corporations of all kinds and some high-profile individuals. The increasingly interconnected global system influences the ability and power of all global political actors to pursue and achieve their interests. When actors share interests, they may use their power to cooperate. However, a divergence of interests between actors may lead to conflict. The actions of global political actors in the pursuit of their interests have consequences for other actors and impacts on political stability and/or change. Students engage with political thinking through an inquiry into the power, interests and perspectives of global actors' responses to an issue. They explain how ideology and interests can lead to a global political actor becoming involved in conflict or cooperation. They analyse the power of a variety of global political actors and examine the impact of global interconnectedness on that power, leading to an assessment of the political significance of those actors.

### Outcomes

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

1. explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue
2. analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue.

### Assessment

For this unit students are required to demonstrate two outcomes. Suitable tasks for assessment in this unit may be selected from the following:

- a political inquiry
- analysis and evaluation of sources
- a multimedia presentation
- a political debate, simulation or brief
- extended responses
- short-answer questions
- an essay.

### VCE Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

### Areas of Study

#### Issues for Australia's democracy

In this area of study, students analyse the operation of Australian democracy, democratic institutions and processes, and assess the political significance of challenges to democratic principles. Students investigate at least one of 12 contemporary issues listed in the study design and consider its relationship to the success of Australian democracy, the tensions and conflict between forces working for political stability and those working for change, and how the democratic rights of citizens may challenge established policies, practices and norms. This investigation requires students to broaden their knowledge of the key Australian democratic institutions and processes that operate in Australia and the ability of Australian citizens to participate meaningfully in the political system. Students engage with political thinking through an investigation into at least one of the listed options to evaluate the strength of Australian democracy and consider if reforms to Australia's political system are appropriate or required.

#### Global challenges to democracy

In this area of study, students analyse global challenges to the principles of democracy and assess threats to their effectiveness, legitimacy, spread and impact. Students explore at least one global issue or crisis that challenges the importance of democratic principles and consider the causes and consequences of this issue or crisis. Through their investigation, students discover the significant impact states and other global actors may have on the legitimacy and spread of democratic principles, such as free and fair elections, accountability and transparency in political processes, rule of law, human rights, equality and the separation of powers. They analyse the degree to which the interests of global actors can significantly undermine or promote these principles, especially in situations of crisis where political, economic or security needs may be prioritised over human rights or the rule of law. Through the study of at least one of 8 options from the study design students evaluate the global impact of these challenges to the principles of democracy.

## Outcomes

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

1. analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld
2. analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles.

## Assessment

For this unit students are required to demonstrate two outcomes. Suitable tasks for assessment in this unit may be selected from the following:

- a political inquiry
- analysis and evaluation of sources
- a multimedia presentation
- a political debate, simulation or brief
- extended responses
- short-answer questions
- an essay.

### 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.

## COMMERCE

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

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

### VCE ACCOUNTING

VCE Accounting explores the financial recording, reporting, analysis, and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify, and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

#### Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

### Areas of Study

#### The role of accounting

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

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

In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business. There are many indicators to measure the performance of a business. Some are financial, such as the amount of profit earned compared with investment or total sales made in a given period, while others are based on nonfinancial information, such as the speed with which invoices are paid, number of customers visiting a store in a given period, or trends in consumer preferences.

### Outcomes

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.
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

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises (manual methods and ICT)
- structured questions (manual methods and ICT)
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation including use of ICT
- a feasibility investigation of a business venture including use of ICT

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable

and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

### **Areas of Study**

#### **Accounting for inventory**

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

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

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

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

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

### **Outcomes**

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

### **Assessment**

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises utilising manual methods and ICT
- structured questions utilising manual methods and ICT
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation, role-play or debate
- a report utilising ICT

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

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system

of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### **Areas of Study**

#### **Recording and analysing financial data**

In this area of study students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should 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**

The preparation of financial reports at the end of the reporting period provides information to be used as a basis for planning and decision-making by the business owner. Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They 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. Students 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**

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.
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**

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based).

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

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

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

### **Area of Study**

#### **Extension of recording and reporting**

In this area of study students further develop their 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. Students prepare accounting reports using manual methods and ICT. They 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. They also examine ethical considerations that may affect the recording and reporting of financial data and business performance.

#### **Budgeting and decision-making**

Business owners must plan for future activities if they are to successfully manage the business. Preparing budgeted accounting reports provides the owner with information that will assist in managing and developing strategies to improve business performance. Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. They also discuss and evaluate the ethical considerations associated with business decision-making and business improvement.

#### **Outcomes**

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.
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**

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based).

#### **Final Assessment**

- School-Assessed coursework for Units 3 and 4 contributes 50% to the study score.
- Externally set and assessed examination contributes 50% to the study score.

## **VCE BUSINESS MANAGEMENT**

VCE Business Management examines the ways businesses manage resources to achieve objectives. The sequential course

follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

### **Unit 1: Planning a business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

#### **Areas of Study**

##### **The business idea**

Students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

##### **Internal business environment and planning**

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

##### **External business environment and planning**

The external environment consists of all elements outside a business that may act as pressures or forces on business operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

#### **Outcomes**

1. On completion of this unit the student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. 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.

3. 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.

#### **Assessment**

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- development of a business plan and/or feasibility study
- an interview with and a report on a chosen business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

#### **Unit 2: Establishing a business**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

#### **Areas of Study**

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

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

##### **Marketing a business**

Establishing a strong customer base for a business is an important component of success. In this area of study students develop an understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and creating a brand presence through to consideration of the 7Ps of marketing and the impact of rapidly changing technology on marketing practices. They also consider effective public relations strategies and the benefits these can bring to a business.

##### **Staffing a business**

Staff, as one of the greatest assets of a business, are an important consideration during the establishment phase. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. In this area of study students consider staffing requirements that will meet the needs of a business and contribute to productivity and achievement of business objectives. They research the processes undertaken by the business in relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

#### **Outcomes**

1. On completion of this unit the student should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. On completion of this unit the student should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. On completion of this unit the student should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

#### **Assessment**

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- an interview with and a report on a chosen business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

#### **Unit 3: Managing a business**

In this unit students explore the key processes and considerations for managing a business efficiently

and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

#### **Areas of Study**

##### **Business foundations**

Students delve into the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between the different demands of stakeholders on a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business, and apply these to contemporary business case studies from the past four years.

##### **Human resource management**

Students investigate considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory, and Lawrence and Nohria's Four Drive Theory. Using these theories of motivation and motivation strategies, students propose and justify possible strategies for employee management in contemporary business case studies from the past four years. Students study an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

## Operations management

The production of goods and services is a core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

### Outcomes

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

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

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

## Unit 4: Transforming a business

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

### Areas of Study

#### Reviewing performance- the need for change

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change.

Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

## Implementing change

In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management and discuss and evaluate effective strategies for managing change.

Students consider how leaders can inspire change and the effect change can have on stakeholders of a business. They consider the principles of Senge's Learning Organisation and apply the Three-step Change Model (Lewin) in implementing change in a business. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

### Outcomes

1. On completion of this unit the student should be able to explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.
2. On completion of this unit the student should be able to discuss the importance of effective management strategies and leadership in relation to change, 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

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

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

### Final Assessment

- School-Assessed coursework for Units 3 and 4 contributes 50% to the study score.
- Externally set and assessed examination contributes 50% to the study score.

## VCE ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

### Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at 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 role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

### **Areas of Study**

#### **Thinking like an economist**

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Every country is faced with the same basic economic problem: how are resources to be allocated to best meet the needs and wants of its people?

Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. Students consider the roles of three key economic agents in the Australian economy: consumers, businesses and the government. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools economists have developed to help them undertake and analyse economic decision-making.

#### **Decision-making in markets**

The Australian economy predominantly uses the market-based system to allocate resources. Markets are where goods and services are exchanged for a price. Producers/businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention.

One of the key tools used to explain how prices change and how resources are allocated is the 'market mechanism' – the basic demand and supply model. Students develop skills in making predictions about the possible consequences of changes in markets. They analyse the degree of competition in markets and the effect on prices, resource allocation and living standards. Using contemporary case studies, students make connections between economic theory and the workings of different markets in the Australian and global economies.

#### **Behavioural economics**

Economics is affected significantly by human behaviour. By studying behavioural economics students therefore gain an insight into the ideas and experiments of behavioural economists. They will develop an understanding of how the insights of behavioural economics complement the traditional economic understanding of the behaviour of economic agents. Students will also investigate how the observations of behavioural economists have been used to inform policy planning and implementation by government and producers/business.

#### **Outcomes**

1. On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.
2. On completion of this unit the student should be able to explain the role of relative prices and other non-price factors

in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

3. On completion of this unit the student should be able to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

#### **Assessment**

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a webpage
- a media analysis
- a case study
- fieldwork
- investigate and/or conduct and report on a behavioural economics experiment
- economics simulation activities.

### **Unit 2: Economic issues and living standards**

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

#### **Areas of Study**

##### **Economic activity**

In this area of study students consider the meaning and importance of economic activity and the factors that affect economic activity. They investigate how economic growth is the outcome of economic activity and how economic growth is measured, and evaluate the effects of changes in the levels of economic activity on both material and non-material living

standards. Economic growth is generally thought to promote improvements in living standards as it is associated with increased incomes and literacy rates and improved health outcomes.

Students evaluate the effects of an ever-growing economy on material and non-material living standards, and consider the costs and benefits of economic growth in terms of material and non-material living standards. They also consider alternative methods of measuring living standards, beyond economic growth.

### **Applied economic analysis of local, national and international economic issues**

Economic issues affect all of us, influencing our daily lives and decision-making. The rapidly changing nature of the contemporary economy means the economic issues of importance to local areas, Australia and the international economy are constantly changing and evolving.

Applied economics involves students applying insights of economic theory and key economic skills to analyse economic issues. In this area of study, students undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens. Students investigate two of the four following current economic issues: the changing labour market; the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

### **Outcomes**

1. On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
2. On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

### **Assessment**

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report

### **Unit 3: Australia's living standards**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students 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.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

### **Areas of Study**

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

In this area of study students investigate the role of the market in addressing the key economic questions of what and how much to produce, how to produce and for whom to produce. Students consider the effects of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, the way they are produced and to whom they are distributed. Students investigate the key factors that affect the level of demand and supply in markets and how these might lead to changing prices, as well as the movement of land, labour and capital resources to those areas of production that generate the most value for society.

Students use models to make predictions and consider the role of markets in achieving economic efficiency. They discuss instances where the market fails to allocate resources efficiently and evaluate whether government intervention leads to a more efficient allocation of resources in terms of maximising society's living standards.

### **Domestic macroeconomic goals**

In this area of study students investigate Australia's domestic macroeconomic goals supporting living standards, including strong and sustainable economic growth, full employment and low and stable inflation (price stability). Using the five-sector circular flow model of the macroeconomy, students consider the role of key economic agents and examine the factors that affect the business cycle.

Students examine how each of the goals is measured and the potential consequences associated with the level of achievement of each goal. Students identify and analyse contemporary aggregate demand and aggregate supply factors that may have influenced the level of achievement of domestic macroeconomic goals over the past two years and consider how the level of achievement of the goals may affect living standards.

### **Australia and the international economy**

Australia is an open economy. Students examine the reasons for international trade, such as the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards. Students describe how international transactions are recorded. Students analyse the effects of movements in the exchange rate, the terms

of trade and changes in international competitiveness on the achievement of the domestic macroeconomic goals and living standards.

#### Outcomes

1. On completion of this unit the student should be able to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
2. On completion of this unit the student should be able to analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
3. On completion of this unit the student should be able to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

#### Assessment

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

#### Unit 4: Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards. Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future.

Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

#### Areas of Study

Aggregate demand policies and domestic economic stability

In this area of study students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy. Students discuss the operation of aggregate demand policies, and analyse how current aggregate demand policy settings are intended to effect the achievement of the domestic macroeconomic goals and influence living standards. Students analyse the relative strengths and weaknesses of the policies in influencing the domestic macroeconomic goals and living standards.

#### Aggregate supply policies

In this area of study students examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that policymakers may take to promote efficiency through productivity growth, reductions in the costs of production, and improvements in the quality and quantity of the factors of production. Students analyse how these policies may affect aggregate supply and Australia's international competitiveness and draw conclusions about the effects of these policies on the domestic macroeconomic goals and living standards.

#### Outcomes

1. On completion of this unit the student should be able to discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
2. On completion of this unit the student should be able to discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

#### Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. It is recommended that a range of task types (two or more) are used to assess this unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

#### Final Assessment

- School-Assessed coursework for Units 3 and 4 contributes 50% to the study score.
- Externally set and assessed examination contributes 50% to the study score.

#### VCE LEGAL STUDIES

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an

understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

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

- fairness: all people can participate in the justice system and its processes should be impartial and open
- equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- access: all people should be able to engage with the justice system and its processes on an informed basis.

### Unit 1 The Presumption of Innocence

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

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

#### Areas of Study

##### Legal Foundations

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

##### Proving Guilt

The presumption of innocence is a fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study, students develop an understanding of the purposes of and key concepts in criminal law, as well as the types of crime. They also investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the

offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

#### Sanctions

The criminal justice system determines the guilt of an accused, and imposes sanctions on offenders. In this area of study, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs. Students compare approaches to sentencing in Victoria to one other Australian jurisdiction. Through an investigation of criminal cases from the past four years, students apply their knowledge to discuss the effectiveness of sanctions and the ability of the Victorian criminal justice system to achieve the principles of justice.

#### Outcomes

On completion of this unit the student should be able to

1. describe the main sources and types of law, and evaluate the effectiveness of laws.
2. 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.
3. explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

#### Assessment

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

### Unit 2: Wrongs and Rights

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

#### Areas of Study

##### Civil Liability

Civil law aims to protect the rights of individuals, groups and organisations, and provide opportunities for a wronged party to seek redress for a breach. In this area of study, students develop

an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

### **Remedies**

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study, students develop an appreciation of how civil disputes are resolved, including the methods and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of civil cases from the past four years, students apply their knowledge to discuss the effectiveness of remedies and the ability of the civil justice system to achieve the principles of justice.

### **Human Rights**

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law, including in relation to discrimination and equal opportunity. In this area of study, students examine the ways in which human rights are protected in Australia and consider possible reforms to the protection of human rights. Students investigate one human rights issue in Australia, such as in relation to the right to vote, the right to freedom of religion, or the rights of First Nations peoples.

### **Outcomes**

On completion of this unit the student should be able to

1. 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
2. explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes
3. explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

### **Assessment**

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

### **Unit 3: Rights and Justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their

appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### **Areas of Study**

#### **The Victorian Criminal Justice System**

The purposes of the Victorian criminal justice system are to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions when a person is guilty of committing a crime. The system includes the courts (the Magistrates' Court, County Court and Supreme Court) and institutions such as Victoria Legal Aid and community legal centres available to assist an accused and victims of crime.

In this area of study, students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

#### **The Victoria Civil Justice System**

One of the aims of the Victorian civil justice system is to restore a wronged party to the position they were originally in before a breach of civil law occurred. There are a range of institutions in Victoria that aim to help parties resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), Consumer Affairs Victoria, and the Victorian Civil and Administrative Tribunal.

In this area of study, students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider the impact of time and costs on the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

### **Outcomes**

On completion of this unit the student should be able to

1. explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case
2. explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

### **Assessment**

For this unit students are required to demonstrate two outcomes. Student performance will be assessed using two or more of the

following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

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

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

#### **Areas of Study**

##### **The people and the law-makers**

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases.

In this area of study, students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

##### **The people and reform**

Laws should reflect the needs of society, but they can become outdated. Individuals and groups can actively participate to influence change to laws, and law reform bodies (including the Victorian Law Reform Commission, parliamentary committees, and Royal Commissions) can investigate and make recommendations for change. Laws can be changed by parliament and the courts, while constitutional reform requires a referendum.

In this area of study, students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies. Students examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

#### **Outcomes**

On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the

law, and evaluate the ability of law reform bodies to influence a change in the law.

#### **Assessment**

For this unit students are required to demonstrate two outcomes Student performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

#### **Final assessment**

- School-assessed Coursework for Units 3 and 4 will contribute 50 per cent to the study score.
- Externally set and assessed examination will contribute 50 per cent to the study score.

## **ENGLISH STUDIES**

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### **VCE ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE**

#### **Unit 1**

##### **Area of Study 1**

##### **Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Outcomes (English and EAL) On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

##### **Area of Study 2**

##### **Crafting texts**

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Outcomes (English and EAL) On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made

about the vocabulary, text structures, language features and conventions used during writing processes.

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

## Unit 2

### Area of Study 1

#### Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Outcome On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

- Assessment: English: an analytical response to a set text EAL: a detailed mind map of vocabulary, text structures, language features and ideas from the set text

### Area of Study 2

#### Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

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

- Assessment: an oral presentation of a point of view text.

## Unit 3

### Area of Study 1

#### Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning

through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Outcomes On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

- Assessment: An analytical response to text in written form.

### Area of Study 2

#### Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Assessment: English and EAL A written text constructed in consideration of audience, purpose and context and a commentary reflecting on writing processes.

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

#### 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 ENGLISH LANGUAGE

### Unit 1: Language and Communication

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

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

Students consider the way language performs in a range of contexts in both written and spoken modes. Language is a system of signs which can be interpreted in a number of different ways, but students are also shown the rule-governing conventions of language, such as word order and affixation. Students also consider the way speaking, writing and sign interact to affect meaning and communication. Language choices are also affected by situational and cultural contexts and that language is never a neutral and transparent means of representing reality. Students learn the five subsystems and are introduced to a range of appropriate metalanguage.

### Area of study 2: Language Acquisition:

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

Possible outcomes may include:

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

### Unit 2: Language Change

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

### Area of study 1: English across time

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

### Area of study 2: Englishes in contact

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

Possible outcomes may include:

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

### VCE English Language Unit 3

#### Areas of Study

- Informal Language
- Formal Language

#### Outcomes

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

### VCE English Language: Unit 4

#### Areas of Study

- Language variation in Australian society
- Individual and group identities

#### Outcomes

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

#### Assessment:

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

### VCE LITERATURE

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.

#### Area of Study 1

##### Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Outcomes: respond to a range of texts through close analysis.

#### Area of Study 2

##### Exploration of literary movements and genres

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

Outcome: be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

#### Unit 2

##### Area of Study 1

##### Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander

authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Outcomes: be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

## **Area of Study 2**

### **The text in its context**

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

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

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome: be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

## **Unit 3**

### **Area of Study 1**

#### **Adaptations and transformations**

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

Outcomes: be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

### **Area of Study 2**

#### **Developing interpretations**

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or

marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcomes: be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

## **Unit 4**

### **Area of Study 1**

#### **Creative responses to texts**

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

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Outcomes: be able to respond creatively to a text and comment critically on both the original text and the creative response.

### **Area of Study 2**

#### **Close analysis of texts**

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

Outcomes: be able to analyse literary forms, features and language to present a coherent view of a whole text.

#### **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

# EXTENDED INVESTIGATION

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## VCE EXTENDED INVESTIGATION

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 Units 3 and 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

# GEOGRAPHY

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## VCE GEOGRAPHY

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 1: 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 1**

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.

### **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 2**

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

### **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 10%
- Fieldwork report 50%
- Analysis of geographic data 40%

### **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.

- Analysis of geographic data. 20%
- Multimedia presentation 20%

- A research report or case studies. 60%

##### 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.

## HEALTH AND HUMAN DEVELOPMENT

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### VCE HEALTH AND HUMAN DEVELOPMENT

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 and 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 and 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 FOOD STUDIES

### Unit 1 & 2 VCE

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical tasks are integral to Food Studies and include cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments.

### Areas of Study

#### Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherers to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concepts of Australian cuisine. They consider the influence of technology and globalisation on food patterns.

#### Unit 2 – Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce food and consider a range of evaluation measures to compare their foods to commercial products. Students design new food products and adapt recipes to suit particular needs and circumstances.

### Outcomes

#### Unit 1

Outcome 1 Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

### The assessment for Outcome 1 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake. In addition,
- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

Outcome 2 Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

### The assessment for Outcome 2 is:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.
- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

### Unit 2

Outcome 1 Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

### The assessment for Outcome 1 is:

- design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

Outcome 2 Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

### The assessment for Outcome 2 is:

- design and develop a practical food solution in response to an opportunity or a need in a domestic or smallscale setting.

### Additional Course Requirements and Costs

- Approximately \$350.

### Units 3 & 4 VCE

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic,

environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments.

### Areas of Study

#### Unit 3 – Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students also investigate how communities, families and individuals change their eating patterns over time. Students' inquire into the role of food in shaping and expressing identity and connectedness. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

#### Unit 4 – Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and the use and management of water and land. Students also investigate individual responses to food information and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

### Outcomes

#### Unit 3

Assessment School-Assessed Course Work for Units 3 and 4 contributes 60% and includes:

##### Outcome 1

Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse intolerances and food contamination, analyse food selection models and apply principles of nutrition and food science in the creation of food products.

The assessment tasks are:

- a range of practical activities and records of two practical activities related to the functional properties of components of food AND Any one or a combination of the following:
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

#### Outcome 2

Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

The assessment tasks are:

- a range of practical activities and records of two practical activities related to healthy meals for children and families AND any one or a combination of the following:
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

#### Unit 4

**Outcome 1** Explain a range of food systems' issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

The assessment tasks are:

- a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices AND
- a written report that includes a selected food-related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers

#### Outcome 2

Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

The assessment tasks are:

- a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating. AND any one or combination of the following:
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast.

### External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination and will contribute 40% to final assessment.

### Additional Course Requirements and Costs

Approximately \$400.

Units 1 and 2 of this subject are offered to Years 10 and 11 students.

**VCE Food Studies offers students a range of pathways including futures careers in:**

Food Technology  
Food Safety  
Nutritionist  
Dietitian  
Primary Products Inspector  
Chemistry Technician  
Chef  
Caterer  
Baker  
Butcher  
Food and Drink Factory worker  
Environmental Health Officer  
Health Promotion Officer  
Wine Maker

## **VCE PSYCHOLOGY**

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. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

#### **Outcomes**

On completion of Unit 1, students should be able to:

Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Analyse the role of the brain in mental processing and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary research

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

#### **Areas of Study**

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influence on perception and behaviour?

#### **Outcomes**

On completion of Unit 2, students should be able to:

Analyse how social cognition influences individuals to behave in

specific ways, and evaluate factors that influence individual and group behaviour.

Explain the roles of attention and perception, compare gustatory (taste) and visual perception and analyse factors that may lead to perceptual distortions.

Adapt or design and conduct a scientific investigation related to external influences on perception and/or behaviour and draw an evidence-based conclusion based from generated primary data.

Assessments for Unit 1 and 2

- School-assessed coursework
- Mid-year and end-of-year examination

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

#### **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 analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

On completion of this unit the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

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

#### **Areas of Study**

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

On completion of this unit the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

On completion of this unit the student should be able to discuss the concepts of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

On completion of this unit the student should be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

#### **Assessment for Units 3 and 4 :**

Unit 3: 20%  
Unit 4: 30%  
Examination: 50%

## **HISTORY**

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### **VCE MODERN HISTORY**

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th

century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Year 11 students may do Units 1 and 2 Modern history and/or 3/4 Revolutions.

### **Unit 1 VCE: Modern History - Change and conflict**

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

#### **Areas of Study**

##### **Ideology and conflict**

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

##### **Social and cultural change**

In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

##### **Outcomes**

**Outcome 1:** Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

**Outcome 2:** Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

##### **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.

Typical tasks for assessment may include:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

### **Unit 2 VCE: Modern History - The changing world order**

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

#### **Areas of Study**

##### **Causes and consequences of the Cold War**

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

##### **Challenge and change**

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

##### **Outcomes**

**Outcome 1:** Explain the causes of the Cold War and analyse its consequences on nations and people.

**Outcome 2:** Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

##### **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.

Typical tasks for assessment may include:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

### **Years 11 or 12 may study Units 3 and 4 VCE HISTORY:**

#### **Units 3 and 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 sources
- 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 1911-1976.**

### **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: Historical inquiry
- Outcome 2: Extended response task

### **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.

## **LANGUAGES**

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### **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 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 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 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 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 a personal or informative spoken or written 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 3

### Outcomes and Assessment

Students are required to demonstrate achievement of the following three outcomes:

1. An ability to present and exchange information, opinions and experiences and respond to questions.
2. An ability to analyse and use information from spoken and viewed texts.
3. An ability to express ideas through the production of original imaginative written texts.

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 and viewed texts.
2. An ability to respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.
3. An ability to exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.

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).

## 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 CHINESE AND FRENCH (SECOND 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

## 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 caters for a wide variety of abilities and interests. Content areas include data analysis, probability and statistics, algebra, trigonometry, functions, graphs and networks.

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 General 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 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 Core 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

#### General Mathematics

This subject caters for a range of students' needs and aspirations. It can be studied as a single Mathematics subject or in conjunction with Mathematical Methods Units 3 and 4. General 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 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 Units 3 and 4 by those students who have a keen interest in Mathematics. 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 and found difficulty with quadratic algebraic manipulation. It involves the study of algebra relating to linear functions and arithmetic and geometric sequences.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of CAS technology.

### Areas of Study

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics

### 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 examination and one 90-minute short-answer and extended-response examination, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

### Unit 2

This unit covers areas of data analysis, measurement, trigonometry and networks.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions,

algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of CAS technology.

### Areas of Study

- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement

### 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 examination and one 90-minute short-answer and extended-response examination, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

## VCE GENERAL MATHEMATICS

### Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on in General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

The use of CAS technology is fully integrated throughout the course to assist with skill development and exploration of concepts.

### Areas of Study

- Data analysis, probability and statistics
- Discrete mathematics which covers:
- Recursion and financial modelling
- Matrices
- Graphs and networks

### Outcomes

1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

#### Assessment

Assessment is based on school-assessed coursework (SACs) contributing 40% to the study score, and two end-of year examinations covering all areas of study. These examinations are 90-minutes with Examination 1 consisting of multiple-choice questions and Examination 2 comprised of written response questions. Both examinations allow access to a CAS calculator and a bound reference.

### VCE MATHEMATICAL METHODS

#### Unit 1

This unit is studied in Semester One and involves the study of functions and graphs, algebra, probability and introductory calculus. Students are expected to perform algebraic manipulation to solve equations, sketch functions and solve probability applications.

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure.
- Introductory Calculus
- Data analysis, 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 one 90-minute short answer style examination without access to a calculator, one 90-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

#### Unit 2

This unit involves the study of further functions including exponential, logarithmic and trigonometric functions. Students are expected to carry out and apply differentiation and anti-differentiation with and without technology, recognize and apply algorithms, perform algebraic manipulation and use sets, tables and counting techniques to solve probability applications.

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

#### Areas of Study

- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus

- Data analysis, 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 a 60-minute short answer style examination without access to a calculator, a 120-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

### 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.

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

The use of CAS technology is integrated throughout the course to assist with skill development and exploration of concepts.

Specialist Mathematics Units 1 and 2 are highly recommended as preparation for Specialist Mathematics Units 3 and 4.

#### Areas of Study

1. Algebra, number and structure which covers:

- Proof and number
- Graph theory
- Logic and algorithms

2. Discrete mathematics which covers:

- Sequences and series
- Combinatorics
- Matrices

#### 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 short answer style examination without access to a calculator, one 90-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

## Unit 2

In undertaking this unit, students are continuing to prepare for the rigour and requirements Units 3 and 4 Specialist Mathematics. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

The use of CAS Technology is integrated throughout the course to assist with skill development and exploration of concepts.

## Areas of Study

- Data analysis, probability and statistics
- Space and measurement
- Algebra, number and structure
- Functions, relations and graphs

## 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 60-minute short answer style examination without access to a calculator, a 120-minute multiple-choice and extended response examination with access to a CAS calculator, problem solving exercises and tests.

The students also undertake a one-to-two-week mathematical investigation based on content from the areas of study.

## VCE MATHEMATICAL METHODS

### Unit 3 and 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on in Mathematical Methods 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 expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology.

## Areas of Study

- Functions, relations and graphs
- Algebra, number and structure.
- Calculus
- Data analysis, probability and statistics

## Outcomes

1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## Assessment

Assessment is based on school-assessed coursework (SACs) contributing 40% to the study score, and two end-of year examinations covering all areas of study. These examinations comprise a one-hour short answer style examination without access to a CAS calculator contributing 20% to the study score and a two-hour multiple choice and extended response examination with access to a CAS calculator and a bound reference contributing 40% to the study score.

## VCE SPECIALIST MATHEMATICS

### Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

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

## Areas of Study

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and measurement
- Data analysis, probability and statistics

## Outcomes

1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

## Assessment

Assessment is based on school-assessed coursework (SACs) contributing 40% to the study score, and two end-of year examinations covering all areas of study. These examinations comprise a one-hour short answer style and some extended-answer questions examination without access to a CAS calculator contributing 20% to the study score and a two-hour multiple choice and extended response examination with access to a CAS calculator and a bound reference contributing 40% to the study score.

# MUSIC

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VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience.

## Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works which exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

## Areas of Study

- Performing
- Creating
- Analysing and responding

## Outcomes

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from an investigation of music organisation.
2. Create short music works/responses which demonstrate an understanding of different approaches to musical organisation, and reflect on the creative process.
3. Describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identify, recreate and document music language concepts presented in context and in isolation.

## Assessment

- performances of at least two works, including at least one ensemble/group work
- a discussion of the challenges presented by these works presented in one of the following formats:
  - oral
  - multimedia
  - written
- aural, oral, written and practical tasks such as:
  - a folio of exercises
  - responses to structured questions
  - a workbook of class activities
- composition and/or improvisation exercises and accompanying discussion that demonstrate an understanding of the organisation of music which may be presented in one of the following formats:
  - oral
  - multimedia
  - written

## Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

### Areas of Study

- Performing
- Creating
- Analysing and responding

### Outcomes

1. Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
2. Create short music works/responses which exhibit their understanding of different approaches to musical effects and reflect on the creative process.
3. Identify the ways performers and creators convey effect in music, and identify, recreate and document music language concepts in context and isolation.

### Assessment

- performances of at least two works, including at least one ensemble/group work
- a discussion of the challenges presented by these works which may be presented in one of the following formats:
  - oral
  - multimedia
  - written
- aural, written and practical tasks such as:
  - a folio of exercises
  - responses to structured questions
  - a workbook of class activities
- composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of music which may be presented as:
  - oral
  - multimedia
  - written

## VCE MUSIC CONTEMPORARY PERFORMANCE

### Unit 3: Music contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version

of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

### Areas of Study

- Performing
- Analysing for performance
- Responding

### Outcomes

1. Perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program.
2. Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.
3. Discuss a performer's interpretation and manipulation of music elements and concepts in works. Identify, recreate and notate music language concepts from examples presented, both in context and in isolation.

### School-based assessment

- A short written/oral task explaining the of the proposed program of works to be performed.
- A demonstration of an intended approach to reimagining an existing work.
- A discussion in which the development of techniques and personal voice are explained and demonstrated.
- Responses to structured questions relating to previously unheard music. Identification, recreation (on instrument) and style-appropriate notation of short music examples.
- A practical demonstration of music language knowledge and skills.

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

### Unit 4: Music contemporary performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Outcomes

1. Perform a final program of works of up to 20 minutes' duration, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.
2. Demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.
3. In this area of study, students continue to develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance. Students continue to develop their auditory discrimination and memory skills in relation to the works they study, identifying music language concepts related to contemporary performance and using appropriate documentation conventions.

#### School-based assessment

- Demonstrate and discuss performance development techniques and reimagining approaches relevant to the performance of selected works.

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

#### External assessment

The level of achievement for Units 3 and 4 is also assessed by:

- A 60-minute end-of-year aural and written examination, based on work covered in Outcome 3 of each unit of study. This examination will contribute 20 per cent to the study score.
- 20-minute end-of-year performance examination based on repertoire presented in Outcome 1 in Units 3 and 4. The result of this examination will contribute 50 per cent to the study score.

## VCE MUSIC REPERTOIRE PERFORMANCE

### Unit 3: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Outcomes

1. Explain the artistic and practical considerations used to select a program of works for performance and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.
2. Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
3. Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

#### School-based assessment

- A short written/oral task explaining the process used to select a performance program, including works intended for performance in Unit 4.
- A discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive aspects) are explained and demonstrated.
- Written responses to structured questions.

- A practical demonstration of music language knowledge and skills.

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

#### Unit 4: Music repertoire performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Outcomes

1. Perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.
2. Focus on the processes of analysis and research undertaken when preparing musical works for performance. Research materials include musical scores, sound recordings, live performances, texts and critical discussion with other musicians. As students conclude the refinement of their recital program, they trial a wide range of general practice techniques and instrument-specific strategies. Students evaluate the strengths and weaknesses in their performance capabilities and develop a planned approach to improvement.
3. Develop an understanding of the ways elements of music and musical concepts are interpreted by other musicians. This knowledge is demonstrated through analysis of a wide variety of recordings and live performances, including works created by Australian composers since 1990. Students also compare the ways different musicians have interpreted the same musical work.
4. Students also develop their auditory discrimination and memory skills by responding to music examples in isolation and in context. They refine their ability to identify and transcribe short musical examples presented aurally and in notation.

#### School-based assessment

- A discussion in which materials designed to assist in the recreation of notated recital works are explained and demonstrated.

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

#### External assessment

The level of achievement for Units 3 and 4 is also assessed by:

- A 60-minute end-of-year aural and written examination, based on work covered in Outcome 3 of each unit of study. This examination will contribute 20 per cent to the study score.
- A 20-minute end-of-year performance examination based on repertoire presented in Outcome 1 in Units 3 and 4. The result of this examination will contribute 50 per cent to the study score.

## OUTDOOR EDUCATION

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

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

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

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

#### Area of Study 1 Changing human relationships with outdoor environments

This area of study explores how humans have understood and interacted with Australian 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 peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments at state and local level, and their influence on the development of government policies.

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 analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- Australian outdoor environments before humans arrived, including characteristics of biological isolation, geological stability and climatic variations
- relationships with outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
- relationships of non-Indigenous peoples with specific outdoor environments as influenced by and observed in local or visited outdoor environments during historical time periods:
  - Early colonisation (1788–1859)
  - Pre-Federation (1860–1900)
  - Post-Federation (1901–1990)
- the beginnings of environmentalism and the resulting influence on political party policy, as observed in one of the following historical campaigns:
  - Lake Pedder
  - Franklin River
  - Little Desert

### Key skills

- explain characteristics of Australian outdoor environments before humans arrived
- analyse the changing relationships with Victorian outdoor environments expressed by specific Indigenous peoples' communities before and after European colonisation
- analyse the changing relationships of non-Indigenous peoples with Victorian outdoor environments as observed during historical time periods
- describe the beginnings of environmentalism as observed in a historical campaign
- evaluate the influence of environmentalism on the development of a government policy or political party

### Area of Study 2 Relationships with Australian environments in the past decade

In this area of study students examine conflicting values of human use and relationships with outdoor environments in the past decade. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and outdoor environments are considered, as well as the social, cultural, economic and political factors that influence these relationships.

Students engage in practical outdoor experiences that enable them to collect information about, reflect on, and analyse specific relationships with outdoor environments in the last decade, including conflicts over such relationships.

### Outcome 2

On completion of this unit the student should be able to analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

### Key knowledge

- Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils

- conservation, recreation and economic relationships with outdoor environments
- methods used by individuals and groups to influence decisions about two conflicts over the use of outdoor environments, and the processes followed by land managers to resolve said conflicts, including at least one from the following list:
- feral species in the Alpine National Park
  - commercial logging in Victoria
  - establishment of new mountain bike parks
  - Southern Ocean Whale hunting
  - Murray-Darling Basin water allocations
- an environmental issue in Australia and related policy from two federal political parties or representatives, including at least one of:
  - Labor Party
  - Liberal-National Coalition
  - The Greens
- the influence of social debates on relationships with outdoor environments, including one of:
  - climate change
  - renewable energy
  - water management

### Key skills

- compare different human relationships with outdoor environments, including Indigenous and non-Indigenous peoples' relationships
- describe two conflicts and evaluate the methods used by conflicting parties to influence decisions in their favour, and the processes followed to resolve or potentially resolve said conflicts
- analyse differing environmental policies in Australia
- analyse the influence of social debates about environmental issues on relationships with outdoor environments

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

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

### Unit 4: Sustainable outdoor environments

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

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

healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

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

### **Area of Study 1 The importance of healthy outdoor environments**

This area of study explores the contemporary state of outdoor environments in Australia and the importance of environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential threats to a range of outdoor environments and the subsequent impacts, as well as proposing improved solutions for environmental sustainability.

Practical outdoor experiences enable students to further develop and apply their knowledge and skills.

#### **Outcome 1**

On completion of this unit the student should be able to describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### **Key knowledge**

- the pillars of sustainability, the interdependence between these pillars and related critiques of sustainability
- observable characteristics to assess the health of outdoor environments, including:
  - quality of water, air and soil
  - species and ecosystem biodiversity
- the impact of threats on society and outdoor environments, including two of the following:
  - land degradation
  - introduced species
  - urbanisation
  - climate change
  - flood
  - fire
- the importance of healthy outdoor environments for individual physical and emotional wellbeing, and for society now and into the future
- local, national and international solutions and mitigation strategies to combat climate change across a range of environments

#### **Key skills**

- analyse understandings of the interdependence of the pillars of sustainability and related critiques of sustainability
- evaluate the health of outdoor environments and create possible solutions to improve environmental health
- analyse threats to society and outdoor environments
- justify the importance of healthy outdoor environments for individuals and society
- analyse possible solutions and mitigation strategies for combatting climate change

### **Area of Study 2 The future of outdoor environments**

In this area of study students explore the sustainable use and management of outdoor environments. They examine a range of land management practices in different environments and investigate local and individual actions to sustain outdoor environments, now and into the future. 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 Acts and conventions and propose improvements to these for greater conservation benefits.

#### **Outcome 2**

On completion of this unit the student should be able evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### **Key knowledge**

- Indigenous and non-Indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments
- Acts or conventions related to the management and sustainability of a specific outdoor environment, species or ecological community, including two of the following:
  - Flora and Fauna Guarantee Amendment Act 2019 (Vic)
  - Ramsar Convention (international treaty, 1971)
  - Environment Protection and Biodiversity Conservation Act 1999 (Cmwth)
  - Victorian Environmental Assessment Council Act 2001
  - Planning Environment Act 1987 (Vic)
- community actions undertaken to sustain healthy outdoor environments, including two of the following:
  - regenerative farming
  - Trust for Nature
  - Landcare
  - community groups such as 'Friends of ...'
- individual actions undertaken to promote and sustain healthy outdoor environments, including two of the following:
  - environmental activism
  - environmental advocacy
  - ethical and sustainable consumerism
  - green home design

#### **Key skills**

- analyse management strategies for maintaining outdoor environments

- evaluate the effectiveness of specific Acts and conventions related to managing and sustaining outdoor environments
- propose changes to current Acts and conventions to further improve the health of a specific environment, species or ecological community
- evaluate the effectiveness of community actions undertaken to sustain outdoor environments
- compare a range of individual actions to sustain healthy outdoor environments

### Area of Study 3 Investigating outdoor environments

To achieve this outcome students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4. The selection of appropriate outdoor environments is contingent on local school settings, resources and capabilities.

The selected outdoor environments should draw on at least four selected key knowledge points across Units 3 and 4. Students are expected to demonstrate the key knowledge and key skills as described in the process below.

The investigation requires students to generate primary data (such as observations, images, interviews, documents) from time spent in the selected outdoor environments, and combine this with the collation of any required secondary data. The collected data should draw together understandings of outdoor environments related to the human relationships with, and the health and sustainable use of, the selected outdoor environments, and allow for the evaluation of the selected outdoor environments. The student logbook is used to document the collection of evidence required to complete the investigation.

The investigation within the selected outdoor environments can occur at any time during Unit 3 or Unit 4, with the expectation that the assessment of the investigation would occur at any time during Unit 4.

The student investigation will be assessed as a written report in which students will use the evidence recorded in their logbook to produce a written report that demonstrates the application of the key skills and key knowledge to the selected outdoor environments. The logbook is used for authentication purposes when assessing the written report documenting the investigation.

### Outcome 3

On completion of this unit the student should be able to plan and conduct an independent investigation that evaluates selected outdoor environments.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Key knowledge

- outdoor and environmental concepts related to human relationships with, and the health and sustainable use of, the selected outdoor environments
- the nature of primary and secondary data relevant to the investigation
- conventions of report communication, including appropriate structure (Introduction, Body and Conclusion), terminology and representations of the data

### Key skills

- plan for and conduct an independent investigation in a range of outdoor environments

- collect relevant data in a range of outdoor environments, authenticated through use of a logbook
- evaluate and report data and information, including findings and implications

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

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.

The examination will contribute 50 per cent to the study score.

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.

### 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.

## PERFORMING ARTS

### VCE DRAMA

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.

### **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

### **Unit 1 - Introducing performance styles**

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.

#### **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.

##### **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.

##### **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.

##### **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.

#### **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.

##### **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. 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.

**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.

**Area of Study 2****Analysing a devised ensemble performance**

In this area of study students analyse the ensemble performance devised in Outcome 1.

**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.

**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.

**Outcome 3**

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

**Contribution to final assessment**

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

**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. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

#### **Area of Study 1**

##### **Demonstrating techniques of solo performance**

In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place. 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.

##### **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.

#### **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. 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.

#### **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.

##### **Contribution to final assessment**

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

##### **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 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

#### 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

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.

##### 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.

#### 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.

## PHILOSOPHY

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### VCE PHILOSOPHY

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.

## PHYSICAL EDUCATION

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### VCE PHYSICAL EDUCATION

#### 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 and 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 and 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.**

## 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.

## SCIENCES

### 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.

3. 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 ART CREATIVE PRACTICE 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 and 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 and 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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

#### Areas of Study

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. How can chemical principles be applied to create a more sustainable future?

#### Outcomes

On completion of this unit the student should be able to

1. explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
2. calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

#### Assessment

##### School assessed coursework

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

- a report of a laboratory or fieldwork activity, including the generation of primary data
- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- reflective annotations of one or more practical activities from a logbook
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- analysis and evaluation of generated primary and/or collated secondary data
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-life context
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability (green chemistry principles sustainable development and/or the transition to a circular economy)

- an infographic
- a scientific poster.

#### For Outcome 3

- a response to a question involving the production or use of a selected material, including reference to sustainability

Written examination in June – 90 minutes

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

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

#### Areas of Study

1. How do chemicals interact with water?
2. How are chemicals measured and analysed?
3. How do quantitative scientific investigations develop our understanding of chemical reactions?

#### Outcomes

On completion of this unit the student should be able to

1. explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
3. draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

#### Assessment

##### School assessed coursework

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

- a report of a laboratory or fieldwork activity, including the generation of primary data
- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- reflective annotations of one or more practical activities from a logbook
- a summary report of selected practical investigations
- critique of an experimental design, chemical process or apparatus
- analysis and evaluation of generated primary and/or collated secondary data
- a modelling or simulation activity
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-life context

- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to green sustainability (green chemistry principles sustainable development and/or the transition to a circular economy)
- an infographic
- 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 November – 120 minutes

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

#### Areas of Study

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions 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 primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
2. experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

#### Assessment

##### School assessed coursework

For each outcome, one task will be selected from:

- comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- analysis and evaluation of a chemical innovation,

research study, case study, socio-scientific issue, or media communication.

Each task type can be selected only once across Units 3 and 4 and at least one of the four tasks should include reference to sustainability.

#### Assessment

##### School-assessed coursework

School-assessed Coursework for Unit 3 will contribute 20% 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 carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

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

#### Areas of Study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

#### Outcomes

On completion of this unit the student should be able to

1. analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
2. apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
3. design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

#### Assessment

##### School assessed coursework

For outcomes 1 and 2, one task will be selected from:

- comparison and evaluation of chemical concepts,

methodologies and methods, and findings from at least two practical activities

- analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.

Each task type can be selected only once across Units 3 and 4 and at least one of the four tasks should include reference to sustainability.

#### 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. The poster should not exceed 600 words.

#### Assessment

##### School-assessed coursework

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

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

Units 3 and 4

End-of-year Examination

Description of task

The 2.5 hour examination will be set and marked by an examination panel appointed by the Victorian Curriculum and Assessment Authority

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 and 4 and the set of key skills are examinable

## 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: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored.

Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### Areas of Study

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

#### Outcomes

On completion of this unit the student should be able to

1. model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. 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.

#### Assessment

School assessed coursework

For each of Outcomes 1, 2 and 3 this will include at least one task selected from:

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

Written examination in June – 90 minutes

### Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of

phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

### Areas of Study

1. How is motion understood?
2. How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

### Outcomes

On completion of this unit the student should be able to

1. investigate, analyse, mathematically model and apply force, energy and motion.
2. investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
3. draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

### Assessment

#### School assessed coursework

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

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two

explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities

- a scientific poster.

### For Outcome 3

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Written examination in November – 90 minutes

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

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

### Areas of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

### Outcomes

On completion of this unit the student should be able to

1. to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
2. analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. analyse and evaluate an electricity generation and distribution system.

### Assessment

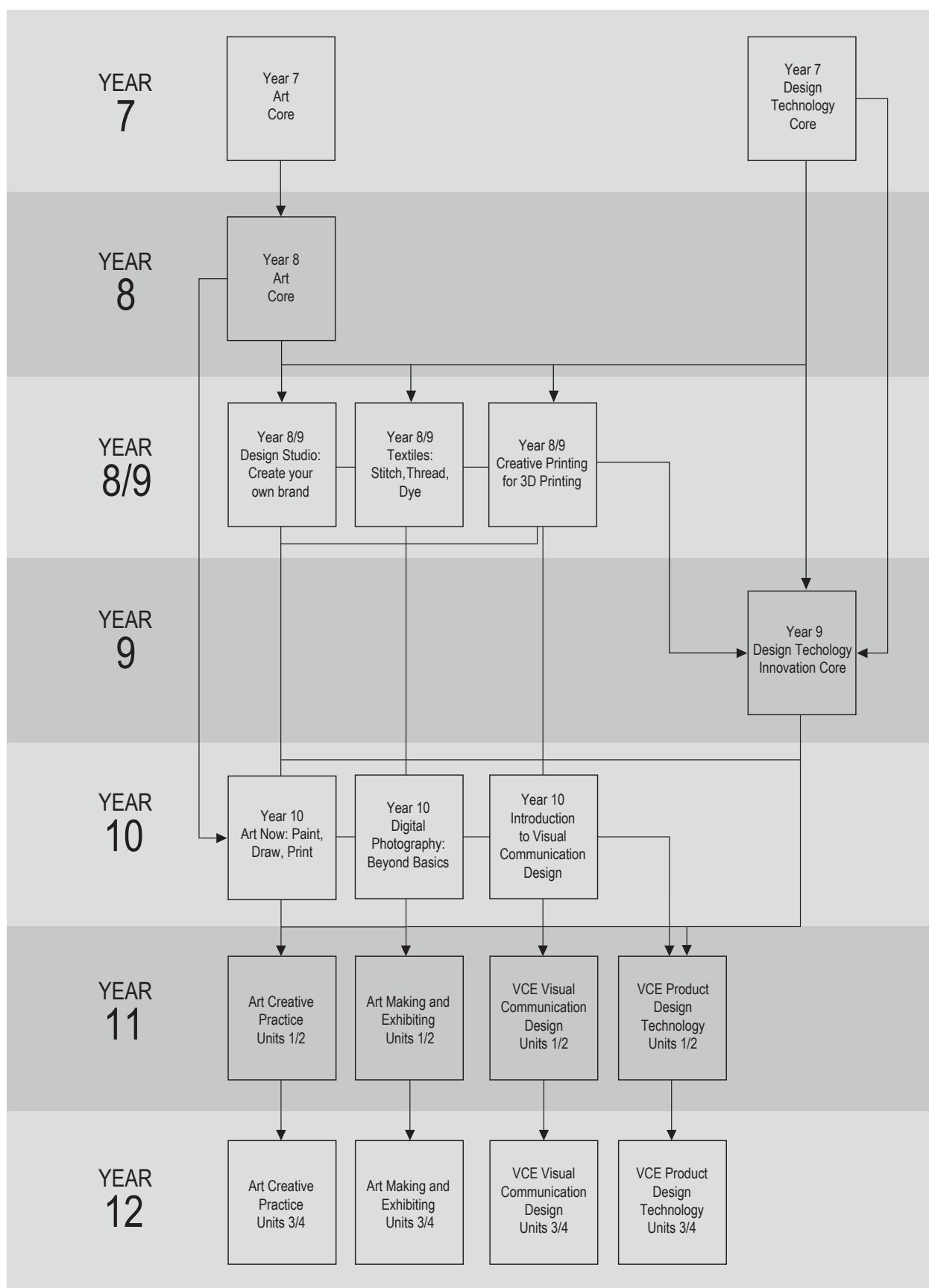
#### School assessed coursework

For each of Outcomes 1, 2 and 3 one task will be selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

# VISUAL ARTS AND DESIGN

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



\* Unit 1/2 offered at Year 10

Each task can only be selected once across Units 3 and 4.

### Assessment

#### School-assessed coursework

School-assessed Coursework for Unit 3, not including assessment of the detailed study, will contribute 30% 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 have creative ideas and investigation revolutionised thinking in physics?

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

#### Areas of Study

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

#### Outcomes

On completion of this unit the student should be able to

1. analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

### Assessment

School assessed coursework

For Outcome 1 one task will be selected from:

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.

Each task can only be selected once across Units 3 and 4.

### For Outcome 2

- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.

School-assessed Coursework for Unit 4 will contribute 20% to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.

### End-of-year examination

#### Description of task

The A 2.5 hour examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

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 50 per cent to the study score.

## VISUAL ARTS AND DESIGN

- There are no pre-requisites to study VCE Visual Art and Design subjects, however, completion of one of the Visual Arts and Design electives in Years 9 or 10 would be an advantage and is encouraged. 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 Making and Exhibiting, Art Creative Practice 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.

### VCE ART CREATIVE PRACTICE

VCE Art Creative Practice focuses on self-directed learning, creative and critical thinking, and creative problem-solving. The study helps students to develop transferable 21st-century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity and innovative thinking and who understand diversity.

The **Creative Practice** is an iterative process that is integral to the conceptualisation, development and making of artworks. The Creative Practice is comprised of four components that are based on art practice and Experiential, Inquiry and Project-based learning. These components are:

- research and exploration
- experimentation and development
- refinement and resolution
- reflection and evaluation.

## Interpretive Lenses

The application of the **Interpretive Lenses** provides students with a framework to understand the meanings and messages of artworks, and the relationships that exist between the artist, the world, the artwork and the viewer or audience. The Interpretive Lenses also assist the student to understand the communication of ideas, meanings and messages in the artwork, and the context in which the artwork is made and viewed.

The three Interpretive Lenses (Structural, Personal and Cultural) are embedded in the inquiry practices of VCE Art Creative Practice. Students select the most relevant aspects of each Interpretive Lens and consider them when exploring and discussing artworks and the practices of artists. They also apply the Interpretive Lenses to document, annotate and evaluate their own art practice. Throughout the study, students develop their understanding and skills in applying the Interpretive Lenses through the research of historical and contemporary artists from a variety of cultures. They also learn how the Interpretive Lenses can be applied in art practice and in the conceptualisation, development and resolution of artworks.

### Unit 1: Interpreting artworks and exploring the Creative Practice

#### Outcome 1 – Artists, Artworks and Audiences

Students discuss the practices of three artists, & apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist from different periods of time and cultures.

#### Outcome 2 – The Creative Practice

Students use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas. They experiment with and explore materials, techniques and processes as well as investigate the practices of artists to develop personal visual responses & use visual language to communicate ideas and meanings in artworks

#### Outcome 3- Documenting & reflecting on the Creative Practice

Students document and evaluate the components of the Creative Practice used to make personal visual responses, using written and visual documentation to document critical and reflective thinking throughout the Creative Practice. Using Visual language, students document and evaluate the materials, techniques and processes used to make personal visual responses & apply the Structural Lens and the Personal Lens in annotations to analyse and reflect upon visual responses

### Unit 2: Interpreting artworks and developing the Creative Practice

#### Outcome 1 – The artist, society and culture

Students will apply the Cultural Lens to study the practices of at least three artists from different cultures and times. Students may focus their research on one or more selected themes to compare artists, their practices and their artworks. Students can apply other Interpretive Lenses as appropriate, in their analysis and interpretation of one artwork by each of the artists.

The three artists selected for study must include:

- an Aboriginal or Torres Strait Islander person
- an artist who collaborates with other artists, technicians or with the viewer or audience as part of their practice
- an artist from a historical period of time that has used at least one traditional art form and traditional materials and techniques

- a contemporary artist whose practice is influenced by contemporary ideas, materials, techniques, processes or approaches.

### Outcome 2 – The collaborative creative Practice

Students use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches. Students develop visual language to communicate ideas and issues of social and cultural interest in visual responses

### Outcome 3 - Documentation of collaboration using the Creative Practice

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

### Unit 3: Investigation, ideas, artworks and the Creative Practice

#### Research and Exploration

Students use Project-based learning as they begin to develop a Body of Work. Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. The student's Body of Work begins with a personal response, presented in a finished artwork, and the research and documentation of their art practice.

#### Resolution, presentation and critique

Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research.

Students evaluate, reflect and talk about their use of the Creative Practice in a critique, which includes the presentation of at least one finished artwork. Using the appropriate Interpretive Lenses, students discuss how they have responded to their research, the ideas they have focused on and how they have explored and experimented with materials, techniques, processes and art forms to establish their visual language.

Students reflect on the feedback they receive from the critique and consider how they can expand upon their ideas as they continue to develop their Body of Work in Area of Study 2.

#### Outcome 1 – Investigation and Presentation

Students develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.

#### Outcome 2 - Personal investigation using the Creative Practice

Students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences. The starting points for the Body of Work in Area of Study 2 may vary as students can continue to explore the ideas and issues from Area of Study 1, be influenced by the practices of other artists, or explore other ideas of personal interest. Students continue to use the Creative Practice as they progressively explore and develop their ideas, and investigate and experiment with materials, techniques and processes using art forms of their choice. Students also develop their personal visual language.

### Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and

exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

#### **Outcome 1 - Documentation and critique of the Creative Practice**

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

#### **Outcome 2 – Resolution and presentation of a body of work**

Students will use the Creative Practice to resolve and present a body of work using materials, techniques and processes in selected art forms.

#### **Outcome 3 – Comparison of artists, their practice and their artworks**

Students will compare the practices of historical and contemporary artists, and use the Interpretive lenses to analyse and interpret the meanings and messages of selected artworks.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment (examination).

Percentage contributions to the study score in VCE Art Creative Practice are as follows:

- Units 3 and 4 School-assessed Task: 60 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- end-of-year examination: 30 per cent.

### **VCE ART MAKING AND EXHIBITING**

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows

students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in.

#### **Unit 1: Explore, expand and investigate**

Outcome 1 - Explore – materials, techniques and art forms

*How do artists use materials and techniques in their art making?*

Students explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making

#### **Visual Arts journal**

Students record and document art making in the Visual Arts journal using written and visual material. The Visual Arts journal includes:

- demonstration of the exploration of materials, techniques and processes, in a range of art forms
- demonstration of technical skill in using materials in a range of art forms
- documentation and evaluation of the exploration of materials, techniques and processes in a range of art forms.

#### **Outcome 2 – Expand- make, present and reflect**

*How do artists use materials and techniques to represent ideas and achieve a style in their artworks?*

Students explore how materials, techniques and processes are used in the making of finished artworks. They are guided through the development and making of individual artworks based on a set theme.

#### **Finished artworks**

Students develop at least one finished artwork from the experimental works completed in Area of Study 1. The finished artwork demonstrates:

- the use of materials and techniques in a specific art form
- the development of skills in specific art forms
- how techniques have been used to represent ideas in at least one finished artwork in a specific art form.

#### **Outcome 3- Investigate – research and present**

*What role do artworks and their presentation play in society?*

Students research Australian artists and present information about them in a format appropriate for a proposed exhibition.

#### **Information for an exhibition**

Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist.

#### **Unit 2: Understand, develop and resolve**

#### **Outcome 1 - Understand – ideas, artworks and exhibition**

*How are thematic exhibitions planned and designed?*

Students investigate the intentions of artists and the different characteristics of their art making.

They understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers. The exposure to artworks in an exhibition and the investigation of how artists make artworks enables students to see the different ways specialists

in the industry work in preparing and presenting artworks for display.

Students select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

### **Thematic Exhibition**

Students design and curate a thematic exhibition of six artworks

### **Outcome 2 - Develop – theme, aesthetic qualities and style**

*How does an artist develop aesthetic qualities and style in artworks?*

Using their knowledge of art elements, art principles and aesthetic qualities, students develop subject matter and ideas in their own art making. Responding to the selected theme, students research and progressively develop ideas and subject matter in their Visual Arts journal. They reflect on their understanding of the materials, techniques and processes appropriate to a specific art form, and the techniques and processes used in the making of experimental artworks based on a theme. Students document their art making to make meaningful connections to their ideas and to inform their exploration. They also document and record their investigations of aesthetic qualities used in artworks. The documentation and reflection provides students with the opportunity to keep their ideas and thinking visible and connected to their experimentation.

### **Experimental artworks and documentation**

Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion.

### **Outcome 3: Resolve – ideas, subject matter and style**

*How does an artist develop ideas and a personal style in artworks?*

Students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2. From their initial experiments, students refine their use of art elements and art principles to create aesthetic qualities and to achieve a desired style in finished artworks. Students progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

### **Finished artworks**

Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal. The artwork(s) is developed from the experimental works made in Area of Study 2.

### **Unit 3: Collect, extend and connect**

### **Outcome 1 Collect – inspirations, influences and images**

*How do artists use selected art forms and ideas to create visual language?*

Students use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks. They also document their experimentations with materials and techniques and justify reasons for selecting them.

Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

### **Outcome 2 - Extend – make, critique and reflect**

*How are ideas, reflection and feedback used in art making to develop artworks?*

Students demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their own artworks. They also develop their use of visual language to communicate ideas in their artworks.

Students present their work for critique by their peers, in order to reflect on their art making. This also provides students with the opportunity to reflect as a group on the artworks they have made. Students explain and evaluate their art making in a presentation to their peers. They share a selection of their developmental work from their Visual Arts journal, as well as at least two artworks.

Students make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

### **Outcome 3 - Connect – curate, design and propose**

*How are artworks selected and presented for exhibition?*

Students focus on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks. Students visit a range of galleries, museums, other exhibition spaces and site-specific spaces and connect these experiences to their own ideas for exhibiting artworks.

Students research and plan an exhibition of the artworks of three artists.

### **Unit 4: Consolidate, present and conserve**

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

### **Outcome 1 Consolidate – refine and resolve**

*How do artists refine and resolve artworks?*

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form. All finished artworks demonstrate the connections from previous works and demonstrate the way artists, artworks and other influences have inspired and extended the student's ideas and style. The student's skills in the use of materials and techniques are refined, and subject matter, ideas, visual language and aesthetic qualities are resolved in artworks.

Students refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

### **Outcome 2 Present – plan and critique**

*How are ideas presented in finished artworks on exhibition?*

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks. Students present a short overview statement about the finished artworks and their intentions, as didactic information. The statement also

forms the preparation work for the critique, where students discuss the subject matter and ideas developed in their finished artworks, their use of visual language, and the materials, techniques and processes used to make the artworks.

Students plan and display at least one finished artwork in a specific art form, and present a critique.

### **Outcome 3 Conserve – present and care**

*What role does conservation and care have in the presentation of artworks?*

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks.

Students demonstrate understanding of the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

### **Assessment**

The student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.

Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

- Units 3 and 4 School-assessed Coursework: 10%
- Units 3 and 4 School-assessed Task: 60%
- End-of-year examination: 30%

## **VCE PRODUCT DESIGN TECHNOLOGIES**

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

### **Unit 1: Design practices**

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

### **Outcome 1 - Developing and conceptualising designs**

In this area of study, students focus on the first diamond in the Double Diamond design approach to investigate and define needs and/or opportunities. They propose graphical product concepts using visualisations, design options and working drawings. This gives them the opportunity to demonstrate design thinking that incorporates critical, creative and speculative thinking.

### **Outcome 2 - Generating, designing and producing**

In this area of study, students focus on the second diamond in the Double Diamond design approach to develop, trial and test physical product concepts, and make a designed product. Based on the graphical product concepts proposed in Outcome 1, trials and tests are conducted to inform, evaluate and critique physical product concepts and to justify the selection of the chosen product concept and its production processes. Students develop a final proof of concept and implement a scheduled production plan to make the product efficiently and effectively. They explore available materials, tools and processes, and develop skills in using them to develop technacy through generating, designing, producing and implementing. Students use various materials, tools and processes to demonstrate how products can be a synthesis of various design specialisations and technologies. They have further opportunities to work individually, collaboratively and in teams to share work, knowledge and skills. Students evaluate their designed product and their contributions to collaborations and teamwork to complete the project.

### **Unit 2: Positive impacts for end users**

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine

social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

#### **Outcome 1 - Opportunities for positive impacts for end users**

In this area of study, students engage with a variety of human and/or non-human end user scenarios and research current products that cater for the specific needs of end users. They explore opportunities to work collaboratively with end users to create positive impacts and minimise harm by supporting increased belonging, access, usability and/or equity through inclusive product design.

In this unit, students research designs across a range of design specialisations, and critique products to make judgments about their success (or failure) using the factors that influence product design. Products selected for research should address inclusion through belonging, access, usability and/or equity considerations. Students also analyse and evaluate future market opportunities or needs for products.

#### **Outcome 2 - Designing for positive impacts for end users**

In this area of study, students respond to a need or opportunity to develop a profile of an end user(s), and they design and make an inclusive product that improves belonging, access, usability and/or equity for the end user(s). Students explore needs and/or opportunities of end users, which may involve adjustments and/or variations for specific needs or opportunities, to create positive impacts and minimise harm by supporting inclusion through increased belonging, access, usability and/or equity.

Specifically, students use design thinking strategies – creative, critical and speculative – to examine ways to make a positive impact and minimise harm when generating and designing graphical and physical product concepts, including prototypes, and a final proof of concept that addresses the need or opportunity of the end user.

#### **Outcome 3 - Cultural influences on design**

In this area of study, students look at how culture influences products, and how a designer should engage with culture as they develop a profile of an end user(s) when designing products to address their needs and/or opportunities. Specifically, students look through a cultural lens to extend their thinking about the needs and opportunities of end users, going beyond physical requirements.

Students investigate a diverse range of end users, designers and other people, and explore varied perspectives to develop insights into how culture influences and affects product design. Students specifically focus on Aboriginal and Torres Strait Islander peoples and explore how they demonstrate their culture through design in both traditional and contemporary ways. Students are also encouraged to make connections to their own cultural heritage through the understanding of other cultures. Students research locally and globally to develop a worldview of cultural influences in order to gain an understanding about themselves as both designer and consumer within a diverse global community.

### **Unit 3: Ethical product design and development**

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

#### **Outcome 1 - Influences on design, development and production of products**

Students explore examples of product design and innovation and evaluate their impact on sustainability and other ethical considerations. They also examine how companies react to market needs and/or opportunities and technological advancements. In particular, they focus on how new and emerging technologies and innovation influence the design, development and production of products.

Students investigate the use of computer modelling, computer-aided design (CAD) and computer-aided manufacture (CAM), and new and emerging technologies including tools and/or materials used in industry. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, research and development, and how designing ethically positively impacts and creates market needs and/or opportunities.

#### **Outcome 2 Influences on design, development and production of products**

Students explore examples of product design and innovation and evaluate their impact on sustainability and other ethical considerations. They also examine how companies react to market needs and/or opportunities and technological advancements. In particular, they focus on how new and emerging technologies and innovation influence the design, development and production of products.

Students investigate the use of computer modelling, computer-aided design (CAD) and computer-aided manufacture (CAM), and new and emerging technologies including tools and/or materials used in industry. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, research and development, and how designing ethically positively impacts and creates market needs and/or opportunities.

### **Outcome 3- Developing a final proof of concept for ethical production**

In this area of study, students engage with the second diamond of the Double Diamond design approach. Students generate and design physical product concepts based on the graphical product concepts developed in Outcome 2. Students also apply design thinking to test materials, tools and processes to develop and refine physical product concepts through prototyping that will inform the chosen product concept. The chosen product concept becomes the final proof of concept, which in turn, becomes the product that the students make. Students develop a scheduled production plan for making their product and evaluating it; then they make judgments and recommendations about ethical considerations regarding use of materials, tools and processes, and they consider resources such as time and costs.

### **Unit 4: Production and evaluation of ethical designs**

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

### **Outcome 1 - Managing production for ethical designs**

In this area of study, students focus on working technologically to implement the scheduled production plan and make a product that relates to ethics in order to address the needs or opportunities of an end user(s) as described in Unit 3. Students continue to use materials, tools and processes safely and manage the risks involved. They record and monitor their implementation of the scheduled production plan and document decisions and modifications made throughout this process.

### **Outcome 2- Evaluation and speculative design**

In this area of study, students have the opportunity to gather feedback from end users and use criteria to evaluate their product and a range of other existing products. Students follow ethical research practices and use digital technologies that facilitate efficiencies in the collection of data. Students interpret and use these results and other feedback to suggest and justify possible product enhancements and/or improvements.

In addition, students explore speculative design thinking and examine how designers can be future-focused, innovative and entrepreneurial in the adaptation and renewal of products, by using research and development to integrate new and emerging technologies and address market trends.

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

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Product Design and Technologies are as follows:

- Units 3 and 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

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

## **VCE VISUAL COMMUNICATION DESIGN**

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

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

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred

research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

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

### **Unit 1: Finding, reframing and resolving design problems**

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Students begin by exploring past and present notions of 'good design', such as those proposed in the 1970s by German industrial designer Dieter Rams, more recently by Good Design Australia, and by international design competitions. Students interrogate design examples from a range of disciplines to determine their worth, considering both the role of visual communication in producing positive outcomes and what good design might look like in the future. Students draw on these notions to evolve their own conceptions of good design and when searching for design opportunities.

In collaboration with others, students identify a problem impacting people, communities or societies that might be resolved using good design. They apply a range of human-centred, ethical research methods to understand the problem and perspectives of stakeholders, such as interviews, observations, focus groups and secondary research. In doing so, students learn to embrace ambiguity, empathise and collaborate with others, synthesise information and develop insights from which to determine specific communication needs or opportunities.

After presenting the findings of their human-centred research, students work independently to prepare a written brief, selecting and defining a communication need related to their researched problem. They describe design criteria relating to the communication need, including its purpose, context, audience or users and a list of constraints. There is no requirement in this outcome for design problems to be resolved, although suitable briefs might be chosen for exploration in Unit 1, Outcomes 2 or 3.

### **Outcome 1 - Reframing design problems**

*How do designers find and reframe human-centred design problems?*

In this area of study, students learn that designers not only deliver design solutions, but also find and reframe problems that can be complex, misunderstood or ill-defined. They draw on conceptions of 'good design' and apply research methods to identify human-centred design problems, before preparing a brief defining a communication need. This process asks students to engage with the Discover and Define phase of the VCD design

process and includes both divergent and convergent thinking strategies.

### **Outcome 2 - Solving communication design problems**

*How can visual language communicate to audiences and shape behaviours?*

In this area of study, students draw on conceptions of good design and their understanding of human-centred design problems when developing visual language for a brand or business. They learn that visual language serves as part of a larger strategy to increase engagement, influence behaviour and reposition the brand or business among audiences or users. It can include but is not limited to a visual identity applied to various outcomes and collateral, a signature colour palette, graphic icons and typography.

### **Outcome 3 - Design's influence and influences on design**

*What influences design, and what does design influence?*

In this area of study, students learn about factors that impact design decisions, as well as the impact of design on people and our planet. They consider these influences when designing three-dimensional objects for specific purposes, contexts and users. Students integrate newly developed understandings of good design, and move beyond human-centred mindsets to also consider the needs of other species, our planet and its future. In doing so, sustainability and circular design practices become an area of particular focus.

### **Unit 2: Design contexts and connections**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

### **Outcome 1 - Design, place and time**

*How does design reflect and respond to the time and place in which it is made?*

In this area of study, students examine the relationships between design, place and time, and learn about the influence of context

when designing environments in which to live, work and play. Students analyse how design examples from architecture, interior, exhibition or landscape design reflect and respond to their surrounding context, while considering how designers draw inspiration from other times and places.

### **Outcome 2 - Cultural ownership and design**

*How do designers evolve culturally appropriate design practices?*

In this area of study, students explore the designer's ethical and legal responsibilities when drawing on knowledge and designs belonging to Indigenous communities from Australia or abroad. They learn how to adopt culturally appropriate design practices, including protocols for the creation and commercial use of Indigenous knowledge such as those published in the Australian Indigenous Design Charter. In particular, students develop a deep appreciation for the histories, practices and foundational contributions of Aboriginal and Torres Strait Islander peoples to Australian design identity, while learning about respectful and appropriate representations of Aboriginal and Torres Strait Islander culture in design.

### **Outcome 3 - Designing interactive experiences**

*What is the role of visual communication in shaping positive and inclusive interactive experiences?*

In this area of study, students examine the role of visual communication in shaping positive interactive experiences, and in catering for the diverse needs of users when interacting with devices, systems or services. They explore how interaction designers contribute to larger user-experience (UX) projects, focusing on the design of visual interfaces rather than their underlying functionality. They adopt inclusive practices and principles during the design of a user interface for a digital site or device, prioritising accessibility and usability. In doing so, students synthesise key understandings from previous outcomes: good design, human-centred research methods, design's influence and the influences on design, and the significance of place and time.

### **Unit 3: Visual communication in design practice**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on

the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

### **Outcome 1 - Professional design practice**

*What are the visual communication practices used by designers?*

In this area of study, students investigate how and where designers work, identifying the role of visual communication in professional design practice. Contemporary designers working in one or more fields of design practice are selected for study. Students compare the contexts in which these designers work, their applications of a design process, and the ways in which they use visual language to communicate ideas and concepts, and present design solutions. Students explore how designers collaborate with both stakeholders and specialists to shape and resolve design problems. They also identify the impact of ethical and legal obligations, including issues of ownership and intellectual property, and the extent to which contemporary designers adopt sustainable and circular design practices. In doing so, students learn how contemporary design practices differ from those in the past and how they may change in the future, identifying the influence of technological, economic, cultural, environmental and social factors.

### **Outcome 2 - Design analysis**

*How do designers use visual language to communicate ideas and information to audiences or users?*

In this area of study, students learn how visual language is used to effectively communicate ideas and information to audiences or users. Students analyse the aesthetic decisions made by designers when producing messages, objects, environments or interactive experiences. They compare two or more design examples, considering how the design elements and principles are used in combination with media, methods and materials to address perceived communication needs. Drawing on conceptions of good design, students describe, analyse and evaluate how aesthetic decisions reflect the purposes, contexts and audiences or users of the selected design examples. They also consider the influence of technological, economic, cultural, social or environmental factors on the selected design examples.

Students can use their investigation into the practices of designers in Area of Study 1 and their study of visual language and aesthetic decisions in Area of Study 2 as a case study to support their own application of the VCD design process in Area of Study 3.

### **Outcome 3 - Design process: defining problems and developing ideas**

*How do designers apply a design process to reframe problems and develop ideas?*

In this area of study, students explore the Discover, Define and Develop phases of the VCD design process, and apply understandings of good design when addressing a selected design problem. Students begin the Discover phase by using divergent thinking strategies and applying ethical research methods to identify a design problem or opportunity. They gather insights about stakeholder perspectives and other influential factors using a range of research methods such as but not limited to interviews and surveys, audience or user personas, competitor analysis and secondary research.

Students employ convergent thinking strategies as they progress to the Define stage of the VCD design process, analysing and synthesising findings in order to clearly articulate

design opportunities. From these findings, students prepare a single design brief for a real or fictional client, defining two communication needs that are distinct from one another in purpose and presentation format. Design criteria is specified for each communication need, with consideration given to the audience or user, the purposes of designed outcomes, possible contexts and design constraints.

The Develop phase of the VCD design process follows the formation of the brief, with students once again using divergent thinking as they employ an iterative process of seeking and analysing inspiration, brainstorming and generating design ideas. This phase of the design process is undertaken twice, as students address each communication need identified in the design brief. Students use methods such as but not limited to ideation sketching and prototyping to document potential concepts; they undertake further research if necessary and share ideas-in-progress with peers for critique. This feedback is used in Unit 4 to select and further evolve design concepts through refinement, testing and evaluation.

#### **Unit 4: Delivering design solutions**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

#### **Outcome 1 - Design process: refining and resolving design concepts**

*How do designers resolve design problems?*

In this area of study, students reflect critically on feedback received in Unit 3, Outcome 3 as they evaluate, select and evolve design ideas into concepts for further refinement and testing. In doing so, students explore the Deliver phase of the VCD design process.

Students engage in an iterative cycle as they rework ideas, revisit research and review the client's needs. They manipulate the design elements and principles in response to the brief and develop expertise in a range of appropriate manual and digital methods, materials and media. Development and documentation drawings, together with mock-ups, models and low-fidelity prototypes, may be used to assist with visualising, testing and resolving design concepts. During this process, students move from divergent to convergent thinking, drawing on conceptions of good design when synthesising ideas and using annotations to evaluate their potential. The refinement of design concepts for each communication need continues as two separate design processes, with students ensuring that these are distinct from one another in purpose and presentation format.

Students resolve selected design concepts and devise a pitch of one concept for each communication need to communicate their design thinking and decision making to an audience or

user. Students explain the reasons for their selection and use of particular materials, media and methods, design elements and principles, and formats for presentation. They consider responses to their pitch and further refine each selected concept, in preparation for the presentation of final design solutions.

#### **Outcome 2 - Presenting design solutions**

*How do designers propose solutions to communication needs?*

In this area of study, students present design solutions for each of the communication needs addressed in Area of Study 1. They choose how best to use visual language to communicate solutions to stakeholders, considering aesthetic impact through applications of design elements and principles. Students select materials, methods and media appropriate for the presentation of final design solutions that are distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), a School-assessed Task (SAT) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

The cost of materials used will be charged to the student's account - \$280 for VCD kit to be used in units 1-4.

## **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 Units 3 and 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 2024, one VET program will be offered at Tintern Grammar:

- CUA31020 Certificate III in Screen and Media (VCE VET Creative and Digital Media)

In undertaking this course, students may be required to purchase some materials.

### Mullum VET Cluster

In addition to the above course, Tintern Grammar is a member of the Mullum 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 II in Hospitality-Kitchen Operations
- Certificate III in Hospitality
- Certificate III in Music Industry Skills
- Certificate II in Retail Make-up and Skin Care
- Cisco Certified Network Associate

Further details about the courses offered by the Mullum VET Cluster can be found at the website below. Application forms are available from the VCE & VET Coordinator.

<https://www.mullumvetcluster.com.au/programs-offered>

### Structured Workplace Learning

Students undertaking a VET program as a part of their VCE studies may be 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 Creative and Digital Media CUA31020 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

- BSBCRT311 Apply critical thinking skills in a team environment
- CUAACD201 Develop drawing skills to communicate ideas
- CUADES201 Evaluate the nature of design in a specific industry context
- CUAIND311 Work effectively in the creative arts industry
- CUAWHS312 Apply work health and safety practices
- ICTWEB305 Produce digital images for the web

### VCE VET Units 3 and 4

- CUAANM301 Create 2D digital animations
- CUADES302 Explore and apply the creative design process to 2D forms
- CUADIG304 Create visual design components
- CUADIG312 Author interactive sequences
- 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 CUA31020 Certificate III in Screen and Media
- The award of a VCE sequence of Units 1 to 4
- A Study Score for the subject which directly contributes to the ATAR

## 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 and 2

Units of work undertaken usually in Year 11.

#### Units 3 and 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

[tintern.vic.edu.au](http://tintern.vic.edu.au)

90 Alexandra Road Ringwood East VIC 3135 Australia | Phone (03) 9845 7777

ACN 004 293 994 | ABN 24 693 089 021 | CRICOS 00348E