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MESSAGE FROM THE PRINCIPAL

Dear Students,

Our College Mission Statement presents our community with a vision of what we seek to achieve throughout the secondary years of education at Sacred Heart Girls’ College.

We are committed to:

- the creation of a culture of learning in a Christ-Centred environment;
- the encouraging of faith development within our Catholic tradition;
- fostering a community based on respect and dignity;
- the promotion of excellence in all areas of College life;
- a vision of Christian womanhood emphasising leadership and service;
- recognising that education is for life.

We present a learning community that is dynamic, one that identifies the importance of life long learning. Our senior year program provides many opportunities to bring this vision to reality.

The purpose of this Handbook is to provide information that will assist you to make appropriate choices. From the material provided, it can be seen that many wonderful opportunities are presented. It is important that informed choices are made in the selection of subjects. Key elements in this selection process include: personal interests, academic strengths and future career paths. These elements indicate that it is important to work in consultation with those experts in our community who can provide up to date information that will assist your decision making.

The subject selection process is to be approached with enthusiasm and consideration. Think deeply and carefully about your choices and consider your natural abilities, strengths and interests, as these will provide the basis for engagement and success in the senior years.

Religious Education is an integral component to any course of study at Sacred Heart and I encourage you to engage in the many opportunities that are presented in the RE curriculum in the senior years and the various Faith Development activities encountered throughout each year.

As senior students at Sacred Heart, I encourage you to develop work and organisational skills that will serve you in the future. To assist this, it is important that you aim to adopt a balanced lifestyle. Full involvement in the life of the College is one way to bring this about. The co-curricular program presents great opportunities for the development of a balanced lifestyle. I encourage you to become involved in the wide range of activities and programs presented in many areas of life at Sacred Heart.
Sacred Heart Girls’ College, Oakleigh aims to nurture the attitudes, values and skills that enable each student to achieve personal excellence and take her place in society as a responsible adult.

We intend to do this by exposing each student to a program that balances her individual interests and aspirations with her potential and the need to keep a range of career pathways open.

We encourage each student to:

- reflect on her ability and use all opportunities to develop a capacity to direct her own life;
- embrace the opportunities to continue to develop her understanding of the Catholic faith and her commitment to Christ and his values;
- make responsible and realistic choices;
- choose career options that give her personal satisfaction;
- develop her talents and pursue her interests;
- develop a love of learning and to see this as a life-long endeavour.

This VCE Subject Selection Handbook provides all 2015 VCE students with detailed information and advice regarding the structure of VCE, subjects that are offered in 2015 and the process for subject selection. Students should read through this information carefully and use all formal and informal opportunities to ask questions and seek advice. The first formal opportunity will be the Subject Selection Information Evening which will occur on Monday 21 July. All 2015 VCE students and their parents/guardians are expected to attend. At this time, all Heads of Departments and VCE teachers will be available to answer questions and provide advice.

Following the Information Evening, there will be a range of occasions when students can speak with the VCE Co-ordinator, the Careers Counsellor, Heads of Departments and VCE teachers about their choices. Furthermore, Year 10 Careers seminar sessions will continue to focus on VCE and career pathways during Term 3. During this time, students should also discuss their options with their parents/guardians.

Finally, Subject Selections must be returned to the relevant Homeroom Teacher by Friday 1 August at the latest. After this date, the College begins its checking and counselling process that works towards finalisation of subjects in mid-August. Therefore, it is important that forms are submitted on time. A range of teachers are available for students to speak with regarding their choices. Heads of Department are able to provide specific information on each subject within their department. The Careers Counsellor is available to guide students to ensure they are informed about which subjects are essential for particular courses.
Year Level Co-ordinators / Careers Counsellor / Heads of Department

Mrs Nicole Unwin
Year 10 Co-ordinator

Ms Caroline Duckett
Year 11 Co-ordinator

Mrs Maire Mills
Year 12 Co-ordinator

Ms Margaret Connolly
Careers Counsellor

Mrs Kate de Lacy
Head of Religious Education

Ms Ruth Paterson
Head of English

Ms Anne-Marie Gates
Head of Mathematics

Ms Emma Young
Head of Humanities

Dr Kerrilee Pywell
Head of Science

Mrs Carmel McConnachie
Head of LOTE

Ms Trudi MacDonald
Head of Information Technology

Mr Peter Minack
Head of Arts

Ms Vicki Pobjoy
Head of Food, Health & Physical Education

Mr Cameron McGrath
Head of Outdoor & Environmental Studies
Terms used in this document

VCE refers to the Victorian Certificate of Education

SAC refers to School – based Assessed Coursework, used to determine the satisfactory completion of outcomes within units.

VET is the Vocational Education and Training in Schools program

ATAR is the Australian Tertiary Admission Rank used by tertiary institutions to select students for courses

VCAA is the Victorian Curriculum and Assessment Authority that administers the VCE

VTAC is the Victorian Tertiary Admission Centre that is responsible for calculating a student’s ATAR score. VTAC also administers tertiary selections.
The Victorian Certificate of Education (VCE) is a two-year course. It is overseen by the Victorian Curriculum and Assessment Authority (VCAA). This information has been prepared to assist students undertaking the VCE at Sacred Heart Girls’ College in the important task of selecting an appropriate program to meet their future needs.

**STUDIES AND UNITS**

There are approximately 45 studies or subjects in the VCE with options available within several of the studies. Whilst most studies have four units, it is not always necessary to complete all four. Each unit lasts one semester. Units 1 and 2 are usually taken at Year 11, and Units 3 and 4 at Year 12, although students may elect to take one Units 3 and 4 subject at Year 11, subject to students meeting the selection criteria and vetting process. Units 3 and 4 subjects must be taken as a sequence.

To obtain the VCE, students must complete a minimum of 16 units, however at Sacred Heart Girls’ College, it is usual for students to obtain 23 Units. Generally, at Year 11, students undertake six subjects and Unit 1 Text and Traditions, and at Year 12 students undertake five subjects. Furthermore, in order to successfully complete their VCE, students must satisfactorily meet the requirements as outlined in the table below.

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<tr>
<th>SATISFACTORY COMPLETION OF THE VCE</th>
<th>ASSESSMENT</th>
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<td>Students expecting to complete their VCE in 2015 are required to satisfactorily complete the equivalent of 16 Units including three Units from the English/Literature group and three pairs of Units at 3/4 level other than English/Literature.</td>
<td><strong>Satisfactory Completion of a Unit</strong></td>
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<td>The 16 Units may include an unlimited number of Units from Vocational Education and Training.</td>
<td>• Learning Outcomes must be achieved by the demonstration of Key Knowledge and Skills.</td>
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<td></td>
<td>• Most tasks are completed in class time, so attendance is vital.</td>
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<td></td>
<td>• Units 1 and 2 tasks are assessed within the College.</td>
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<td>• Units 3 and 4 include School Assessed Coursework (SACs) and externally set examinations.</td>
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<td>• Some subjects also include School Assessed Tasks (SATs) which are initially assessed by the school and checked by VCAA through a moderation process.</td>
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ASSESSMENT
A student achieves their VCE by demonstrating the Learning Outcomes of each unit of study. Each unit has 2 – 4 Learning Outcomes. The Learning Outcomes describe the knowledge and skills that students must demonstrate to achieve an “S” (Satisfactory). If a student does not meet the Learning Outcomes, they will be awarded an “N” (Not Satisfactory). To obtain a ‘Satisfactory’ result for each Unit, students must achieve a ‘Satisfactory’ result for each Outcome. If one Outcome receives an “N”, then it is deemed that the whole unit is an “N”.

What constitutes ‘Satisfactory’ is a matter for the teacher’s professional judgement. The decision is distinct from the assessment of levels of performance. The relevant criteria from the Study Design provide guidance in what is Satisfactory. The student must:

- Produce work that demonstrates the required knowledge and skills
- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly their own, and
- Observe all VCAA and school rules.

Where a student performs poorly on an Outcome, or part of an Outcome, and the work produced is not of a satisfactory standard, the student may be requested to undertake the task again, or a replacement task. Where this occurs, the numerical grade for the original task remains unchanged, however, the student may receive an ‘S’ for the Outcome, if her performance on the replacement task is deemed to be Satisfactory.

Units 1 and 2 course work and school assessed tasks are assessed internally within the College. Units 3 and 4 course work is initially assessed within the College and then moderated by the VCAA. Units 3 and 4 examinations are set and graded externally by the VCAA. The nature and final scheduling of Units 3 and 4 examinations are under the jurisdiction of the VCAA; however, the following times provide guidance.

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<tr>
<td>SATs</td>
<td>SATs</td>
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<tr>
<td>Some Subjects</td>
<td>Some Subjects</td>
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GENERAL ACHIEVEMENT TEST (GAT)
The GAT is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. It consists of two writing tasks and a multiple choice paper set by the VCAA. It is administered in June and undertaken by all students completing a Units 3 and 4 study. The GAT is used by VCAA as a quality control measure as it provides objective data on student performance across a range of disciplines. While the GAT does not count directly towards a student’s VCE, it is used to check that their examinations, SACs and SATs have been accurately and fairly marked. Furthermore, the GAT results may be used by some universities in ‘Middle Band’ Selection when an applicant’s ATAR score does not guarantee automatic selection or rejection for a course. Therefore, students should perform as well as they are able on the GAT.
REPORTING OF RESULTS
With respect to internally assessed coursework for Units 1 to 4 subjects, students receive the following:

(i) a numeral grade determined by the subject teacher which, in the case of Units 3 and 4 studies, is forwarded to the VCAA and forms part of the student’s Study Score, and

(ii) a ‘Satisfactory’ or ‘Not Satisfactory’ grading which demonstrates that the student has displayed a satisfactory understanding of the relevant knowledge and skills for each Outcome.

At the end of the year, the VCAA will issue a statement of results for all Units. Units 1 and 2 will be reported as an ‘S’ for Satisfactory or ‘N’ for Not Satisfactory. Units 3 and 4 will report “S” or “N” as well as SAC, SAT, Examination grades and Study Scores. The College will issue its own report with “S” and “N”, grades and comments to provide more information about the student’s performance.

STUDY SCORES AND ATAR
On completion of each Units 3 and 4 study, the overall achievement for the study is calculated and reported by the VCAA as a Study Score (Relative Position). A scale of 0 to 50 is used to rank students. This shows the student’s achievement relative to that of all other students undertaking that subject within Victoria. In order to obtain a Study Score, a student must have satisfactorily completed all Outcomes in both Units 3 and 4 of that subject and completed all assessment tasks, including the examination(s) for that study.

As part of the national scheme to allow students in all states access to universities and tertiary courses, a student’s ATAR (Australian Tertiary Admission Rank) is calculated from the student’s scaled Study Scores for individual subjects. Scaling is used to take into account the varying difficulty of each subject. This task is undertaken by the Victorian Tertiary Admissions Centre (VTAC).

The ATAR is calculated by combining the Scaled Score from:
- English, Literature or EAL result
- Next three best results which may include a VET study
- 10% of the fifth score, and
- 10% of a sixth score if available
or
- English, Literature or EAL result
- Next three best results which may include a VET study
- 10% of a fifth study, and
- An increment between 3 and 5.0 of a university enhancement study (depending on student performance)
Students must give thoughtful consideration to the selection of a Units 3 and 4 subject at Year 11. Students are still required to master the other subjects the College requires them to complete at Year 11. Students may enrol in only one Units 3 and 4 study at Year 11, provided all prescribed criteria have been met, and at the discretion of the College. Students wishing to complete a Units 3 and 4 study in Year 11 must complete an application form and submit this to the Deputy Principal – Learning and Teaching by the 1 August. The College will assess all applications and a formal interview may be requested.

In 2015, students may apply to complete one of the following Units 3 and 4 studies:

- Units 3 & 4 Dance
- Units 3 & 4 Geography
- Units 3 & 4 Health & Human Development
- Units 3 & 4 Information Technology
- Units 3 & 4 Outdoor & Environmental Studies
- Units 3 & 4 Physical Education
- Units 3 & 4 Religion & Society
- Units 3 & 4 Texts and Traditions

**CAREERS ADVICE**
The Careers Counsellor and the Deputy Principal – Learning and Teaching are available to assist parents/guardians and students in selecting the most appropriate subjects offered by Sacred Heart Girls’ College.

The College’s general advice to students is that students should choose subjects that:
1. The student has a talent for and the student finds interesting.
2. Are prerequisites for further training or tertiary courses that are being considered.
3. Lead to employment
4. Will maximise student options.
YEAR 11 OVERVIEW

The focus in Year 11 is to prepare students for their final year of study. It is a time for students to further develop and enhance their academic skills in a wide range of areas such as writing, effective reading, research, and problem solving. Students are also required to ensure that their academic work is at a level that conforms to specific academic and subject criteria.

It is an exciting time for the students as they prepare to encounter the demands and rigours of senior College life. Students are encouraged to become responsible for their own learning in Year 11. The College aims to create an environment in which students can develop their abilities to become independent learners.

The year also provides students with the opportunity to broaden their academic interests and skills by selecting subjects from a diverse range of curriculum areas. Whilst students are responsible for their individualised subject selection, their options are explored within the academic and welfare structures provided by the College. These selections are then finalised following consideration of academic ability, interest, career paths, further study course requirements and availability.

The Homeroom Teachers provide the first link within the pastoral care framework and their role is vital to the needs of the students. The Deputy Principal – Learning and Teaching, the Careers Counsellor, the VCE Co-ordinator, the Heads of Departments, the Year Level Co-ordinator and the School Counsellor are all available to offer more specialised assistance and guidance if required.

Students are also encouraged in Year 11 to continue to participate in the co-curricular life of the College, whether it is debating, sporting activities, the arts and performances, or in the College’s social justice programs. This enables students to gain a wider perspective and appreciation of the world in which they will engage, as active citizens and future leaders.
**YEAR 11 STRUCTURE**

The program for Year 11 students will include the following:

- Units 1 and 2 English
- RE options (one of the following):
  - Unit 1 Texts and Traditions (over two semesters)
  - Units 3 and 4 Religion & Society
  - Units 3 and 4 Texts and Traditions
- Five subjects one of which may be at a Units 3 and 4 level (subject to meeting selection criteria).
  - OR
  - Four subjects if student takes Units 3 & 4 Texts and Traditions or Units 3 & 4 Religion & Society as an RE option.
- One Wellbeing period a cycle (per fortnight)
- Study periods

<table>
<thead>
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<tr>
<td>• English Units 1 &amp; 2</td>
<td>• English Units 1 &amp; 2</td>
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<tr>
<td>• Texts &amp; Traditions Unit 1</td>
<td>• Texts &amp; Traditions Units 3 &amp; 4 or</td>
</tr>
<tr>
<td>• 5 more studies**</td>
<td>• Religion &amp; Society Units 3 &amp; 4</td>
</tr>
<tr>
<td>• 3 Study periods a cycle</td>
<td>• 4 more studies</td>
</tr>
<tr>
<td>• 1 Wellbeing period a cycle</td>
<td>• 7 Study periods a cycle</td>
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<tr>
<td>13 Units completed at end of Year 11</td>
<td>• 1 Wellbeing period a cycle</td>
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** One of these studies may be a Units 3 and 4 subject from the range offered (Dance, Geography, Health & Human Development, Information Technology, Outdoor & Environmental Studies or Physical Education). Students must meet the criteria, if selecting a Units 3 and 4 study.
YEAR 12 OVERVIEW

Year 12 is a very significant year in the life of our students. Students will be required to display thoughtful commitment to their studies to ensure appropriate levels of preparation for the end-of-year examinations. Additionally, there is the expectation that students will assume leadership of the school in many tangible ways, whether or not they are elected to a formal leadership position.

Much is expected of a Year 12 student. She is expected to pursue her studies to the best of her abilities. She is asked to be a role model to younger students in her involvement in the multitude of co-curricular activities available to all students within the College and in her responsible observance of College rules and traditions. Much is offered to the Year 12 student. She will be supported by a dedicated and experienced team of Year 12 teachers. She will be offered pastoral support through her Homeroom participation and she will be encouraged to take a leadership role in a multiplicity of activities that are integral to the life of the College.

Student welfare is a primary focus at all year levels. Year 12 students have ready access to staff in their study periods, as well as at other times by arrangement. Year 12 at the College has a strong emphasis on the education of the whole person.

Academically, subject selection decisions will influence future courses and career options. Significantly, the ATAR score achieved in Year 12 can open doors to future study plans. While students will achieve different rankings, Sacred Heart Girls’ College seeks to ensure that every student achieves her personal best. This is done through high quality teaching, an organised program of pastoral care, the provision of career and personal counselling and study periods. In keeping with the College Motto and Mission Statement, students are encouraged to strive for academic excellence. The study periods allow students the opportunities to access their subject teachers for additional one on one or small group tuition. These periods also give students a chance to utilise the library facilities and undertake homework. Students who make effective use of the study periods give themselves the best opportunities for success in Year 12.

YEAR 12 STRUCTURE
The program for Year 12 students will include the following:

- School based Religious Education Program
- Units 3 and 4 English
- Four Units 3 and 4 subjects
- One Wellbeing period per fortnight
- Study periods
- 10 Units completed at the end of Year 12, including 4 pairs of Unit 3 and 4 subjects other than English.
RELIGIOUS EDUCATION

Religious Education is a compulsory course of study for all students at Sacred Heart Girls’ College.

YEAR 11
In 2015 all Year 11 students will study Unit 1 Texts and Traditions over two semesters unless the following options are chosen:

1. Units 3 & 4 Texts and Traditions

or

2. Units 3 & 4 Religion and Society:

Students who select Units 3 & 4 Texts and Traditions or Units 3 & 4 Religion and Society will do so as one of their six subject choices. Furthermore, students electing to study these units in Year 11 will not be required to complete the compulsory Unit 1 Texts and Traditions, and as a consequence will receive two extra study periods per week.

Students will need to make their selection from the beginning of the subject selection process.

YEAR 12
All Year 12 students undertake two periods of Religious Education per week. This is an internal course. Year 12 students participate in Reflection days and other liturgical events throughout the year. Year 12 students can also choose to study Religion and Society Units 3 and 4 and/or Texts and Traditions Units 3 and 4.

TEXTS AND TRADITIONS

Unit 1: Texts in Traditions.
This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Each year VCAA will prescribe certain passages for closer study in Texts and Traditions Units 3 and 4. The College can choose to study either the Gospel of Luke or the Gospel of John. SHGC explores the Gospel of Luke.

Unit 3: Texts and the Early Tradition
The texts of a particular religious tradition can be seen to be foundational in that they recount specific events, narratives, laws and teachings that describe the beginnings and initial development of a religious tradition’s history. In this unit, students explore the history and culture from which the tradition being studied was formed. They gain an understanding of how the historical milieu of these beginnings lent shape and
Students develop an understanding of how the text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. One method of textual analysis important to this study is often called socio-historical criticism. It is based on the notion that an understanding of the original social and historical situation of the formation of the text can lead to an understanding of the original intention of the author, as well as the impact on, and understanding of the text by the original audience.

Unit 4: Texts and their Teachings
In this unit, students continue to apply, in greater depth, the exegetical method to the passages for special study begun in Unit 3. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts.

With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

RELIGION AND SOCIETY

Unit 3: The Search for Meaning
In this unit, students begin by studying the religious beliefs developed by the Catholic tradition in response to the big questions of life. They explore the ways the beliefs of the Catholic tradition create meaning for their members. The religious beliefs of any religion arise from the beliefs about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

Unit 4: Challenge and Response
In this unit, students explore challenges to religious beliefs and how religious traditions, specifically the Catholic tradition, have responded in historical and contemporary contexts. Students investigate how challenges to religious traditions can arise, from within the tradition and from beyond it. They also explore the challenges religious traditions face in contemporary, pluralist society. Students will learn how religious traditions work to implement their ideal vision of society, whilst responding to social and technological change that may challenge religious beliefs.
VCE SUBJECTS

1. Subjects are offered on the understanding that they must attract sufficient student demand. Any subject that does not attract sufficient student demand may be withdrawn.

2. Some Units 3 & 4 studies require satisfactory completion of Units 1 & 2 of the same sequence. These are marked with a single asterisk *.

3. For some studies, it is recommended that students will have completed Units 1 and 2 before they undertake Units 3 and 4. These are marked with a +.

<table>
<thead>
<tr>
<th>UNITS 1 &amp; 2 (at Year 11)</th>
<th>UNITS 3 &amp; 4 (at Year 12)</th>
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<td>Australian Politics</td>
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<tr>
<td>Food &amp; Technology</td>
<td>English/English as a Second Language</td>
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<td>French</td>
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<tr>
<td>Geography</td>
<td>French +</td>
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<tr>
<td>Health &amp; Human Development</td>
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<tr>
<td>Hospitality (VET)</td>
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<td>Indonesian</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Literature</td>
<td>Software Development</td>
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<tr>
<td>Foundation Mathematics</td>
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<td>General Mathematics - Further</td>
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<tr>
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<td>Mathematical Methods CAS</td>
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<tr>
<td>Media</td>
<td>Mathematical Methods CAS *</td>
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<td>Music Performance</td>
<td>Specialist Mathematics *</td>
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<td>Outdoor &amp; Environmental Studies</td>
<td>Media</td>
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<tr>
<td>Physical Education</td>
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<td>Psychology</td>
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<td>Texts and Traditions (Unit 1)</td>
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<td>Theatre Studies</td>
<td>Psychology</td>
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<td>Visual Communication &amp; Design</td>
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<td>Visual Communication &amp; Design +</td>
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Vocational Education and Training (VET) in the VCE allows students to include vocational studies within their VCE course. VCE VET Programs lead to nationally recognised qualifications thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification. The programs are generally two years in duration commencing at Units 1 and 2. The VET Programs are taught at TAFE Institutions on a Tuesday and Wednesday afternoon.

VET programs aim to:

- Increase the options available for students to participate in vocational education and training during their secondary schooling,
- Enhance both employment and education for young people by developing partnerships between schools and employers,
- Provide students with the option of undertaking a broad range of studies to meet their individual needs, and
- Respond to the needs of industry by providing young people with a greater range of more relevant skills.

Popular VET Programs are Hospitality, Fashion Design & Technology, and Community Services. Students interested in VET programs should consult with the Careers Coordinator.

Parents should note that the cost for student enrolment in VET Courses is determined by the outside service provider, and varies from course to course. This cost is met by parents and is in addition to school fees. Parents are invoiced in Term 2.
Enhancement studies provide the opportunity for very capable VCE students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their Year 12 program. These studies are endorsed by the VCAA. Students who undertake an Enhancement Study are required to complete their five Units 3 and 4 Studies in Year 12. If a student successfully completes the program, the university study can be counted as the student’s sixth VCE study and can be included in the calculation of the student’s ATAR. Students also obtain credit for that study if they enrol in a degree course at the participating university or a university that recognises the Enhancement Study.

Some of the subjects available include Accounting, Mathematics, Australian History/Politics and English Literature. All subjects offered will be equivalent in content and assessment to the subjects available at the first-year level to on-campus degree students. Students complete their university enhancement study by attending classes at selected secondary host schools. Classes are held in the afternoon after school hours for one to three hours per week for normally two 13 week semesters.

*The VCAA has issued the following student eligibility guidelines for students:*  
- Normally, students enrolling in university studies will have demonstrated outstanding achievement and have a VCE study score of 41 or more in the preparatory study.  
- Where students have not had the opportunity to complete the preparatory Units 3 and 4 study prior to enrolment in a university subject, a student may be selected on the basis of the Principal’s evaluation of the student’s Year 11 performance. The student needs to: demonstrate overall academic excellence; exceptional achievement in the Units 1 and 2 of the preparatory VCE study; a likelihood of achieving a VCE study score of 41 in the preparatory study; and undertake the designated preparatory Units 3 and 4 concurrently with their university study.
SUBJECTS OFFERED
RATIONALITY:
This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with the appropriate information for planning, control and effective decision making.

UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

OUTCOMES:
On completion of this unit the student should be able to:
1. Record financial data and report accounting information for a sole trader.
2. Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.
UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

OUTCOMES:
On completion of this unit the student should be able to:
1. Identify and record financial data for a single activity sole trader.
2. Record balance day adjustments and prepare and interpret accounting reports.

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

OUTCOMES:
On completion of this unit the student should be able to
1. Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
2. Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.
RATIONALE:
VCE Art has been designed to encourage artistic development through personal and independent exploration. The study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through a process of investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process. VCE Art also aims to equip students with the ability to respond to art in an informed and articulate manner.

UNIT 1
This unit begins by encouraging the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society in which it was created.
Students apply the Formal Framework and the Personal Framework in their analysis and interpretation of artworks of at least four artists.

OUTCOMES:
On completion of this unit, the student should be able to:
1. Present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes: Drawing Folio, Painting and Ceramic Sculpture.
2. Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Personal Framework.

UNIT 2
This unit explores visual responses to ideas and issues of personal interest to encourage and develop artistic identity and looks at the roles played by artists in society as they develop their own styles and approaches.

Students apply the Formal Framework and the Cultural Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making.

OUTCOMES:
On completion of this unit, the student should be able to:
1. Demonstrate technical and artistic development in the presentation of visual responses that include two finished artworks, through the exploration of selected media, materials and techniques.
2. Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
RATIONALITY:
In these units students develop a broad and innovative body of work as they communicate concepts and ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied in the exploration of the meanings and messages of the art works of specific periods of art.

UNIT 3 
OUTCOMES:
On completion of this unit, the student should be able to:
1. Use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
2. Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

UNIT 4 
OUTCOMES:
On completion of this unit, the student should be able to:
1. Discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
2. Progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.
UNIT 1: THE NATIONAL CITIZEN
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.
2. Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

UNIT 2: THE GLOBAL CITIZEN
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

OUTCOMES:
On completion of this unit students should be able to:
1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
2. Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
## UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY
This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

**OUTCOMES:**
On completion of this unit students should be able to:
1. Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.
2. Critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.

## UNIT 4: AUSTRALIAN PUBLIC POLICY
This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

**OUTCOMES:**
On completion of this unit students should be able to:
1. Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.
2. Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.

### ASSESSMENT
School-assessed coursework and examination:
- Unit 3 coursework: 25%
- Unit 4 coursework: 25%
- End of year examination: 50%
RATIONALE:

UNIT 3: GLOBAL ACTORS
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary 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 interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

OUTCOMES:
On completion of this unit students should be able to:
1. Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.
2. Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

UNIT 4: GLOBAL CHALLENGES
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. 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 solving them.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.
2. Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

ASSESSMENT
School-assessed coursework and examination:
- Unit 3 coursework: 25%
- Unit 4 coursework: 25%
- End of year examination: 50%
RATIONALE:
Biology is the study of living things, from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It includes the study of dynamic relationships that exist between living things and their environment and the challenges of survival. Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. Students develop knowledge of bioscience and skills of science inquiry, and the values and attributes needed to consider issues and implications associated with biological techniques and technologies.

UNIT 1: UNITY & DIVERSITY
In this unit students examine the cell as the structural and functional unit of the whole organism.

OUTCOMES:
On completion of the unit students should be able to:
1. Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2. Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

UNIT 2: ORGANISMS & THEIR ENVIRONMENT
This unit investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment.

OUTCOMES:
On completion of the unit students should be able to:
1. Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
2. Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

MINIMUM ENTRANCE REQUIREMENTS
Recommended 70% in Year 10 Science and 70% in Year 10 English.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: SIGNATURES OF LIFE
In this unit students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins. Specific examples of the applications of molecular biology are included. Homeostasis, signaling molecules and signal transduction are included in a study of coordination and regulation. Immune responses, disorders of immune response and acquired immunity are investigated. Applications of molecular biology are explored.

OUTCOMES:
On completion of the unit students should be able to:
1. Analyse and evaluate evidence from practical investigations related to biochemical processes.
2. Describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

UNIT 4: CONTINUITY AND CHANGE
In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included. Students undertake practical investigations that involve the manipulation of DNA and inheritance traits. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions and impact on the evolutionary process is studied. Students consider the bioethical issues associated with the application of particular gene technologies.

OUTCOMES:
On completion of the unit students should be able to:
1. Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
2. Analyse and evaluate evidence for evolutionary change relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

MINIMUM ENTRANCE REQUIREMENTS
BIOLOGY UNITS 1 & 2
Strong recommendation of 60% in Units 1 & 2.

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school assessed coursework 20%
- Unit 4 school assessed coursework 20%
- End of year examination: 60%

RELATED INDUSTRIES:
Environmental Scientist
Biologist
Teacher
BUSINESS MANAGEMENT UNITS 1 & 2

RATIONALE:
Business Management examines the ways in which people at various levels within a business organisation manage resources, both human and physical, in order to achieve the objectives of the organisation. Both units examine business management theory through exposure to real business scenarios and/or direct contact with business and compare them with management practices.

UNIT 1: SMALL BUSINESS MANAGEMENT
This unit focuses on the business concepts which apply to the management of the various organisations. Students will also investigate different ethical and socially responsible management practices relating to: decision-making, planning, organising and measuring business performance.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain a set of generic business characteristics and apply them to a range of businesses.
2. Apply decision-making and planning skills and evaluate the management of an ethical and socially responsible small business.
3. Discuss and apply the day-to-day operations associated with an ethical and socially responsible small business and apply the operation to a small business.

UNIT 2: COMMUNICATION AND MANAGEMENT
This unit focuses on the investigation of public relations, various forms and methods of communication and the functions of marketing including product placement and promotion.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain, apply and justify a range of effective communication methods and forms in business-related situations
2. Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
3. Apply public relations strategies to business related situations and analyse their effectiveness.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: CORPORATE MANAGEMENT
In this unit students investigate how large scale organisations operate. Students examine the context in which large scale organisations conduct their business, focus on aspects of their internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

OUTCOMES:
On completion of this unit, the student should be able to:
1. Discuss and analyse the context in which large scale organisations operate.
2. Discuss and analyse major aspects of the internal environment of large scale organisations.
3. Discuss and analyse strategies related to operations management.

UNIT 4: MANAGING PEOPLE AND CHANGE
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. This unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

OUTCOMES:
On completion of this unit, the student should be able to:
1. Analyse and evaluate practices and processes related to human resource management.
2. Analyse and evaluate the management of change in large scale organisations, and evaluate the impact of change on the internal environment of a large scale organisation.
RATIONALITY:
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

UNIT 1: THE BIG IDEAS OF CHEMISTRY
The Periodic Table provides a unifying framework for studying the chemistry of elements using their chemical and physical properties. The internal structure of the atom, its ability to form bonds, and act as oxidants or reductants can all be linked to its position in the Periodic Table. Students study the models for metallic, ionic and covalent bonding and consider the widespread use of polymers as an example of chemistry to their everyday lives. Students are introduced to the development and application of “Smart” materials. These may include alloys, fibres, ceramics and biopolymers.

OUTCOMES:
On completion of the unit students should be able to:
1. Explain how evidence is used to develop or refine chemical ideas and knowledge.
2. Use models of structure and bonding to explain the properties and applications of materials.

UNIT 2: ENVIRONMENTAL CHEMISTRY
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Students will investigate how chemistry is used to respond to the effects of human activities on our environment such as salinity, acid rain and the depletion of ozone. Students are introduced to the principles and applications of green chemistry. Both Unit 1 and 2 include the design and performance of experiments.

OUTCOMES:
On completion of the unit students should be able to:
1. Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
2. Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

MINIMUM ENTRANCE REQUIREMENTS
Recommended 70% in Year 10 Science.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: CHEMICAL PATHWAYS
In this unit, students use a variety of analytical techniques to analyse products in the laboratory. They investigate organic reaction pathways and the chemistry of particular organic molecules. Students investigate the role of organic molecules in biochemical fuels and forensic science.

OUTCOMES:
On the completion of this unit students should be able to:
1. Evaluate the suitability of techniques and instruments used in chemical analyses.
2. Identify and explain the role of functional groups in organic reactions, and construct reaction pathways using organic molecules.

UNIT 4: CHEMISTRY AT WORK
This unit focuses on the factors that affect the rate and extent of a chemical reaction, in particular, in the industrial production of sulphuric acid. Another focus is on advantages and disadvantages of different energy resources. The use of the electrochemical series to predict redox reactions is also studied.

OUTCOMES:
On completion of the unit students should be able to:
1. Analyse factors that determine the optimum conditions used in the industrial production of the chemical selected.
2. Analyse chemical and energy transformations occurring in chemical reactions.
RATIONALE:
Dance is the language of movement. It is the realisation of the body’s potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer’s ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches.

UNIT 1
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe and document the expressive and technical features of their own and other choreographers’ dance works, and discuss influences on their own dance-making.
2. Choreograph and perform a solo or group dance work and complete structured improvisations.
3. Perform a learnt solo or group dance work.
4. Describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer’s body.

UNIT 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film...
choreography and the work of tap/jazz or street performers. Students describe the movement vocabulary in their own and others’ dances. Students also analyse and discuss the communication of their own and other choreographers’ intentions. This analysis supports students’ understanding of the link between theoretical and practical aspects of each area of study.

**OUTCOMES:**
On completion of this unit students should be able to:
1. Analyse use of the elements of movement in selected dance traditions, styles and dance works.
2. Choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.
3. Perform a learnt solo or group dance work and analyse the processes used.
UNIT 3
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and use of performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. Students further develop their understanding of choreographic skills through analysing prescribed solo dance works.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse selected solo dance works.
2. Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.
3. Learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

UNIT 4
This unit focuses on choreography, rehearsal and performance of a unified solo dance work. For this solo, students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes. An understanding of choreography is developed through analysis of a prescribed group dance work. This analysis requires students to examine how the choreographers’ intention is expressed through the manipulation of group structures and spatial organization. Influences on choices made by choreographers in these works are also studied.

OUTCOMES:
On completion of this unit students should be able to:
1. Analyse a selected group dance work.
2. Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.
ECONOMICS UNITS 1 & 2

RATIONALE:
Economics is the study of choice and how to make people better off in terms of their living standards. Economics examines how limited resources are used to produce goods and services, which, when distributed between individuals, can help satisfy people’s unlimited needs and wants. These are economic decisions, taken by individuals, groups, businesses and governments that not only affect the wellbeing of particular nations and their people, but increasingly influence living standards regionally and globally.

UNIT 1: ECONOMIC CHOICES AND CONSEQUENCES
The focus of this unit is the study of markets, economic decision making and issues of importance to the Australian economy and its people in the Twenty First Century.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
2. Describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

UNIT 2: ECONOMIC CHANGE: ISSUES AND CHALLENGES
The focus of this unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the Twenty First Century.

OUTCOMES:
1. On completion of this unit students should be able to:
2. Describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
3. Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators
UNIT 3: ECONOMIC ACTIVITY
The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the objectives of the Australian Government’s economic objectives.

OUTCOMES:
1. On completion of this unit the student should be able to:
2. Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
3. Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

UNIT 4: ECONOMIC MANAGEMENT
The focus of this unit is the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.
2. Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

RECOMMENDED UNITS 1 AND 2 ECONOMICS

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Economist
Business Sector
Market Analyst
RATIONALE:
The English language is central to the way in which students understand, critique and appreciate their world, and to the ways they participate in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking. Units 1 and 2 reflect recent developments in the study of English. Students will continue the learning established through VELS in the key discipline concepts of texts and language and the dimensions of reading, writing, speaking and listening.

UNIT 1:
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence in creating written, oral and multimodal texts.

OUTCOMES:
On completion of this unit, students should be able to:
1. Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

UNIT 2:
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted and on the development of competence and confidence in creating written, oral or multimodal texts.

OUTCOMES:
On completion of this unit, students should be able to:
1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in written or oral form.
2. Create and present texts taking into account audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or written form.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3:
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students will analyse how the authors of texts create meaning and the different ways in which texts can be interpreted.

OUTCOMES:
On completion of this unit, students should be able to:
1. Analyse either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose.
3. Analyse the use of language in texts that present a point of view on an issue currently debated in the media and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

UNIT 4:
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation.

OUTCOMES:
On completion of this unit, students should be able to:
1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose.

ASSESSMENT
School-assessed course work and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
- Teacher
- Publisher
- Proof Reader
- Journalist
- Web Author
RATIONALE:
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Through this study students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills to prepare food safely and hygienically.

UNIT 1: FOOD SAFETY AND PROPERTIES OF FOOD
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

UNIT 2: PLANNING AND PREPARATION OF FOOD
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
availability. Students also explore environmental considerations when planning and preparing meals.

OUTCOMES:
On completion of this unit the student should be able to:
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.
UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
2. Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3. Develop a design brief, evaluation criteria and a design plan for the development of a food product.

UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

OUTCOMES:
On completion of this unit the student should be able to:
1. Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria,

ASSESSMENT
School-assessed course work and an examination:
- Unit 3 school-assessed coursework: 18%
- Unit 4 school-assessed coursework: 12%
- School-assessed task: 40%
- End of year examination: 30%

RELATED INDUSTRIES:
Health Educator
Dietician & Healthcare workers
Food Designer & Manufacturer
Consumer Scientist
Hospitality, (eg., Chef, Events Management)
Government Food Authorities (eg, Customs Officer, Environmental Health Officer)
and evaluate the efficiency and effectiveness of
production activities.

2. Analyse driving forces related to food product
development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.
RATIONALE:
The study of French develops students’ ability to understand and use a language, which is one of the official languages of the European Union, as well as being an international diplomatic language. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom French is a major means of communication. A knowledge of French in conjunction with other skills can provide employment opportunities in such areas as tourism, business and commerce, foreign affairs, the arts, translating and interpreting.

UNIT 1 & 2:
The areas of study comprise themes and topics, text types, vocabulary and grammar. These Units should allow students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and give expression to real or imaginary experience in written or spoken form.

UNIT 1 OUTCOMES:
On completion of this unit students should be able to:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experiences.

UNIT 2 OUTCOMES:
On completion of this unit students should be able to:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experiences in written or spoken form.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3
OUTCOMES:
On completion of this unit students should be able to:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

UNIT 4
OUTCOMES:
On completion of this unit students should be able to:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.
RATIONALE:
Geography is the study of where geographical features are located and why they are there. Students will learn what makes one place different from another and how and why these differences matter. Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of the world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world’s resources.

UNIT 1: NATURAL ENVIRONMENTS
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. Students will investigate at least two natural environments to understand how the interactions between natural processes and human activities can also cause change in these environments.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the geographic characteristics of at least two natural environments and explain how these natural environments are developed by natural processes.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

UNIT 2: HUMAN ENVIRONMENTS
This unit investigates the characteristics of rural and urban environments, which are developed by human activities and their interactions with natural environments. Rural and urban environments are significant because they are locations where people live. Students will investigate at least one rural and one urban environment.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.

FIELDWORK
Fieldwork is an integral part of any student’s study of Geography. A series of fieldwork activities throughout Units 1 to 3 have been integrated into the VCE Geography program, to maximise the students’ exposure to a variety of environments and Geography Fieldwork skills.
UNIT 3: REGIONAL RESOURCES
This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Students will investigate the resource water on a regional scale using the Murray-Darling Basin region as a case study. Students will also carry out fieldwork in a localised environment to facilitate the completion of Outcome 2.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.
2. Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

UNIT 4: GLOBAL PERSPECTIVES
This unit investigates the geographic characteristics of global phenomena and responses to them. Human population studies are significant in understanding the challenges facing our globalised world. A global perspective is a viewpoint or policy designed to guide future action by people or organisations to address the effects of global phenomena. Students will also study a second global phenomenon.

OUTCOMES:
On completion of this unit the student should be able to:
1. Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
2. Compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Tourism & Recreation
Town Planning
Architecture
Landscape Architecture
Surveying & Drafting
Environmental Management
Cartography
Oceanography
Real Estate
International Affairs
Local Government
Education
Community Involvement
Spatial Technology
RATIONALE:
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments.

The VCE Health and Human Development study approaches the concept of 'development' as a continuum that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Units 3 and 4.

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential.

UNIT 1: THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
In this unit students are introduced to the concepts of health and individual human development. It focuses on the health and individual development of Australia’s youth. Students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the dimensions of, and the interrelationships within and between, health and human development.

2. Describe and explain the factors that impact on the health of individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to specific health issue, analyse strategies or programs that have an impact on youth health and development.
UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of prenatal, childhood and adulthood.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe and explain the factors that affect health and individual development during the prenatal stage.
2. Describe and explain the factors that affect the health and individual development of Australia's children.
3. Describe and explain the factors that affect the health and individual development of Australia's adults.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: AUSTRALIA’S HEALTH
Australians generally enjoy good health and are among the healthiest people in the world, compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease.

Funding for the Australian health system involves a combination of both government and non-government sources.

OUTCOMES:
On completion of this unit the student should be able to:
1. Compare the health status of Australia’s population with the other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

2. Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit, human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse the factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals.

2. Describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse the interrelationships between health, human development and sustainability.

ASSESSMENT
School-assessed course work and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Nursing
Physiotherapy
Nutrition and Dietetics
Health Sciences
Allied Health Professions
Health Promotion
National Public Health
International Public Health
Health Education
Behavioural Science
Adolescent Health
Child Care
Aged Care
RATIONALE:
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual framework within which students can develop an understanding of the issues of their own time and place. It develops skills necessary to analyse visual, oral and written records.

UNIT 1: TWENTIETH CENTURY HISTORY 1900–1945
This unit of study focuses on the Rise of Hitler, Nazi Germany and the Holocaust. It will conclude with a close analysis of various cultural expressions, including film, on this period in history.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse and explain the development of a political crisis and conflict in the period 1900-1945.
2. Analyse and discuss patterns of social life and the factors, which influenced changes to social life in the first half of the twentieth century.
3. Analyse the relationship between the historical context and a cultural expression of the period from 1900-1945.

UNIT 2: TWENTIETH CENTURY HISTORY
This unit of study focuses on events in China post World War II. We look at the culmination of the revolution and the rise of Mao Zedong in the creation of a communist China. To conclude we look at modern day China and its position in the world as a growing superpower.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.
2. Evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.
3. Analyse issues faced by communities arising from political, economic and/or technological change.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: AUSTRALIAN HISTORY
This study focuses on the experience of colonisation within the Port Phillip District, including patterns of migration, political developments and the impact of European contact on Aboriginal communities. The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century. Students continue their exploration of the ideas and visions which shaped the society at this time in the lead up to Federation and in the early years of the new commonwealth.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact of the indigenous population.
2. Analyse the vision of nationhood that underpinned the concepts of citizenship and evaluate its implementation in the early years of the new nation.

UNIT 4: AUSTRALIAN HISTORY
This study focuses on the changing lives of groups of Australians as a result of a major event such as the Great Depression. On completion of this unit, students should be able to evaluate the extent to which changing attitudes are evident in Australian’s reactions to significant social and political issues.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse the ways in which Australians acted in response to significant crisis faced by the country during the period 1914 to 1950.
2. Evaluate the extent to which changing attitudes are evident in Australian’s reactions to significant social and political issues.

UNITS 3 AND 4: REVOLUTIONS
In this course, two revolutions are studied, one in Unit 3 and one in Unit 4. The revolutions studied are America and Russia.

OUTCOMES:
For each unit, students should be able to:
1. Evaluate the roles of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges faced by the emerging new order and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

ASSESSMENT
School-assessed course work and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Research, archival management, heritage, conservation, social work
Media / Communications: journalism, public relations, editing, marketing, publishing, etc
Administration/commerce: project management, human resources and industrial relations
Tourism, travel writing, planning, operating and guiding tours
Law and legal work: criminology, advocacy, arbitration, cultural and ethnic negotiation
Government: diplomacy, policy development, public service etc
INDONESIAN UNITS 1 & 2

RATIONALE:
This study of Indonesian develops students’ ability to understand and use the language of a country which is one of Australia’s closest neighbours and is one of the most populous countries in the world. The study of Indonesian promotes the strengthening of these links. The study of Indonesian also has a broader application in that it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei. A knowledge of Indonesian in conjunction with other skills can provide employment opportunities in such areas as tourism, business and commerce, foreign affairs, the arts, translating and interpreting.

UNITS 1 & 2
The areas of study comprise themes and topics, text types, vocabulary and grammar. These Units should allow students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and give expression to real or imaginary experience in written or spoken form.

UNIT 1 OUTCOMES:
On completion of this unit students should be able to:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experiences.

UNIT 2 OUTCOMES:
On completion of this unit students should be able to:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experiences in written or spoken form.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
INDONESIAN UNITS 3 & 4

**UNITS 3 & 4**
The areas of study comprise themes and topics, text types, vocabulary and grammar. In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

**UNIT 3 OUTCOMES:**
On completion of this unit students should be able to:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

**UNIT 4 OUTCOMES:**
On completion of this unit students should be able to:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

**MINIMUM ENTRANCE REQUIREMENTS**
**INDONESIAN UNITS 1 & 2**

**ASSESSMENT**
School-assessed coursework and two end-of-year examinations:
- Unit 3 school-assessed coursework: 25%
- Unit 4: School-assessed coursework: 25%
- End of year examination: 50%

**RELATED INDUSTRIES:**
- Tourism
- The arts
- Social services
- Commerce
- Translating & interpreting.
INFORMATION TECHNOLOGY: This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

Not only does Information Technology have the capacity to change how existing tasks and activities are undertaken but it also creates new opportunities in work, study, recreation and in personal relationships.

This study will better equip students to use information technology responsibly, and to make informed choices, both at a personal level and within the workplace, about the nature of developments and directions in this exciting and challenging field.

INFORMATION TECHNOLOGY STREAM: All students who undertake Information Technology would attempt Unit 1: IT in action and Unit 2: IT Pathways. Students who decide to continue with the subject in Units 3 and 4 would choose from either IT Applications for both units or Software Development for both units.

Integral to all four units is the development of a problem-solving methodology for systematically creating solutions to information problems. The methodology comprises four stages: analysis, design, development and evaluation.

STUDY ADVICE: Students undertake Units 1 and 2 before Units 3 and 4 IT Applications or Software Development.
UNIT 1: IT IN ACTION
The focus of this unit is how individuals and organizations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create on-screen information solutions that inform, persuade, educate and entertain. They also explore how their lives are affected by ICT. Students also consider the power of networked environments in allowing information to be exchanged both locally and globally.

OUTCOMES:
On completion of this unit students should be able to:
1. Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
2. Recommend a networked information system for a specific use and explain possible security threats to this system.
3. Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

UNIT 2: IT PATHWAYS
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions that meet personal and client needs. Students apply all stages of the problem-solving methodology when creating their solutions.

OUTCOMES:
On completion of this unit students should be able to:
1. Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet user needs.
2. Design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
3. Work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3
Units 3 and 4 are designed to be taken as a sequence.

Unit 3 focuses on the World Wide Web and how it supports the information needs of individuals, communities and organizations. Students investigate websites, then based on the results of their investigations, create websites to support client needs. Students also acquire knowledge and skills in the use of relational databases.

OUTCOMES:
On completion of this unit students should be able to:
1. Apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.
2. Design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

UNIT 4
This unit focuses on how ICT is used by organisations to solve ongoing information problems, and on the strategies used to protect the integrity of their data and security of information. Students develop and acquire knowledge and skills in creating a solution and producing on-screen user documentation.

OUTCOMES:
On completion of this unit students should be able to:
1. Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.
2. Evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.
RATIONALE:
The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union. It provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian as a major means of communication. A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

UNIT 1 & 2
The areas of study comprise themes and topics, text types, kinds of writing, vocabulary and grammar. These units should allow students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and give expression to real or imaginary experience in written or spoken form.

UNIT 1 OUTCOMES:
On completion of this unit students should be able to:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

UNIT 2 OUTCOMES:
On completion of this unit students should be able to:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
**ITALIAN UNITS 3 & 4**

**UNITS 3 & 4**
The areas of study comprise themes and topics, text types, kinds of writing, vocabulary and grammar. In these units the students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

**UNIT 3 OUTCOMES:**
On completion of this unit students should be able to:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

**UNIT 4 OUTCOMES:**
On completion of this unit students should be able to:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

**MINIMUM ENTRANCE REQUIREMENTS**
ITALIAN UNITS 1 & 2

**ASSESSMENT**
School-assessed coursework and two end-of-year examinations:
- Unit 3 school-assessed coursework: 25%
- Unit 4: School-assessed coursework: 25%
- End of year examinations: 50%

**RELATED INDUSTRIES:**
- Tourism
- The Arts
- Social services
- Commerce
- Translating & Interpreting
LEGAL STUDIES UNITS 1 & 2

RATIONALE:
Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on Australian society. It also assists in the development of the students’ knowledge of their basic legal rights and responsibilities.

UNIT 1: CRIMINAL LAW IN ACTION
The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the need for effective laws and describe the main sources and types of law in society.
2. Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

UNIT 2: ISSUES IN CIVIL LAW
The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. Explain and evaluate the processes for the resolution of civil disputes.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
3. Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

4. Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.
UNIT 3: LAW-MAKING
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed,
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

UNIT 4: RESOLUTION AND JUSTICE
This unit explores the function and jurisdiction of courts, tribunals and alternative dispute resolution. Students develop an understanding of criminal and civil pre-trial procedure and the operation of the jury. They evaluate the effectiveness of the operation of the Victorian legal system and make recommendations for possible improvement.

OUTCOMES:
On completion of this unit students should be able to:
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Solicitor
Barrister
Law Clerk
Justice Department
LITERATURE UNITS 1 & 2

RATIONALE:
Literature focuses on the enjoyment and appreciation of exploring the meaning of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary, in form and range from past to contemporary social and cultural contexts. Texts are studied as constructions, considering complexity of language and recognising the influence of context and form.

UNIT 1:
This unit focuses on the ways texts represent human experience and the reading practices students develop to deepen their understanding. Critically and creatively the student will engage with the ideas and concerns of the text through language and the analysis of conventions associated with different forms.

OUTCOMES:
On completion of this unit, students should be able to:
1. Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
2. Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
3. Analyse the construction of non-print texts and comment on the ways it represents an interpretation of ideas and experiences.

UNIT 2:
This unit focuses on students’ critical and creative responses through analysis of style of narrative, the characters, language and structure of the text. Students extend their exploration of ideas and concerns of the text and understand the way their own culture and the cultures represented in the text can influence interpretation and shape meaning.

OUTCOMES:
On completion of this unit, students should be able to:
1. Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
2. Produce a comparative piece of interpretative writing with a particular focus, eg, ideas and concerns, form of the text, author, time in history, social or cultural context.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.

STUDENTS WHO CHOOSE LITERATURE UNITS 1 & 2 SHOULD:
- Enjoy reading and writing;
- Be willing to see texts and interpret them in a new way;
- Feel confident in conveying meaning with control;
- Be willing to participate in class discussion and to talk about texts and meaning;
- Be active learners.
UNITS 3 & 4:
The study of literature focuses on the construction and form of texts to explore how it affects meaning and generates different expectations in readers as the views and values, human experience and social, historical and cultural contexts are revealed. Students respond in a creative and critical way while considering their own engagement and the context of their response.

UNIT 3 OUTCOMES:
On completion of this unit, students should be able to:
1. Analyse how meaning changes when the form of the text changes.
2. Analyse, interpret and evaluate the views and values of a text in terms of ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate views of a text and make comparisons with their own interpretation.

UNIT 4 OUTCOMES:
On completion of this unit, students should be able to:
1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Analyse critically features of a text, relating them to an interpretation of the text as a whole.

RECOMMENDED LITERATURE UNITS 1 & 2

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%

RELATED INDUSTRIES:
Author
Playwright
Researcher
Journalist
MATHEMATICS AN OVERVIEW

RATIONALE:
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, proving, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

STRUCTURE:
The study is made up of the following units:
- Foundation Mathematics Unit 1 & 2
- General Mathematics - Further Units 1 & 2
- Mathematical Methods CAS Units 1 & 2
- General Mathematics Advanced Units 1 & 2
- Further Mathematics Units 3 & 4
- Mathematical Methods CAS Units 3 & 4
- Specialist Methods Unit 3 & 4.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. In particular, students are encouraged to use CAS tools (Computer Algebra Systems) in the learning of new material and the application of this material in a variety of different contexts.
### MATHEMATICS AN OVERVIEW

**Foundation Mathematics** Units 1 & 2 are an alternative to General Mathematics and Mathematical Methods CAS Units 1 & 2. Students who take Foundation Mathematics Units 1 & 2 would not be taking General Mathematics Units 1 & 2 or Mathematical Methods CAS Units 1 & 2 in the same year, and would not proceed to study a Units 3 & 4 Mathematics in the following year.

**General Mathematics** Units 1 & 2 is implemented in *two ways* to suit the range of students entering the study.

1. **General Mathematics – Advanced**
   Units 1 & 2 are usually taken with Mathematical Methods CAS 1 & 2. It is designed for students planning to take both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 in the following year.

2. **General Mathematics – Further**
   Units 1 & 2 are usually taken alone and the course is designed for students planning to take Further Mathematics 3 & 4 in the following year.

**Mathematical Methods CAS** Units 1 & 2 may be taken alone or with *either* of the General Mathematics Units 1 & 2 options above. It contains the assumed knowledge for Mathematical Methods CAS Units 3 & 4.

**Further Mathematics** Units 3 & 4 may be taken alone or with Mathematical Methods CAS Units 3 & 4.

**Mathematical Methods CAS** Units 3 & 4 may be taken alone or with either Further Mathematics or Specialist Mathematics Units 3 & 4.

**Specialist Mathematics** Units 3 & 4 is normally taken in conjunction with Mathematical Methods CAS Units 3 & 4. Mathematical Methods CAS Units 3 & 4 contains assumed knowledge for Specialist Mathematics.
## Mathematics Structure (Yr 11 - 12) 2015

### Units 1 & 2

- **General Mathematics Further**
- **Mathematical Methods CAS**
- **General Mathematics Advanced**  
  (GMA must be done in conjunction with Mathematical Methods CAS)

*Students may select a combination of the Mathematics studies shown above.*

*Students who choose General Mathematics Further as their only Unit 1 & 2 Mathematics would choose Further Mathematics only at Units 3 & 4.*

- **Foundation Mathematics**

  *Students may choose Units 1 & 2 Foundation Mathematics. If choosing Foundation Mathematics, no Mathematics studies are available at Units 3 & 4.*

### Units 3 & 4

- **Further Mathematics**
- **Mathematical Methods CAS**  
  *(MM CAS Units 1 & 2 is a pre-requisite.)*
- **Specialist Mathematics**  
  *(Specialist Mathematics must be done in conjunction with MM CAS Units 3 & 4 and GMA Units 1 & 2 is a pre-requisite.)*

*Students may select a combination of the Mathematics studies shown above.*
UNITS 1 & 2: FOUNDATION MATHEMATICS
Foundation Mathematics provides for the continuing mathematical development of students entering VCE and needing mathematical skills to support their other VCE subjects including VET studies. It is also available to those who do not intend to undertake Unit 3 & 4 studies in VCE Mathematics in the following year but who would like to maintain their mathematical development. In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. The areas of study include: ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

OUTCOMES:
On completion of these units the student should be able to:
1. Confidently and competently mathematical concepts and skills from the areas of study. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
2. Select and use technology to apply mathematics to a range of practical contexts.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
**UNITS 1 & 2: GENERAL MATHEMATICS - FURTHER**

The course is designed for students planning to take Further Mathematics Units 3 & 4. The course consists of the following areas of study: ‘Arithmetic’, ‘Data analysis and simulation’, 'Algebra', ‘Graphs of linear relations’, ‘Matrices’ and ‘Geometry and Trigonometry’.

**OUTCOMES:**

On completion of these units the student should be able to:

1. Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

**ASSESSMENT**

To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 1 & 2:
This course is designed to prepare students for Mathematical Methods CAS Units 3 & 4 and Specialist Mathematics Units 3 & 4. The course consists of the following areas of study: ‘Geometry and Trigonometry’, ‘Algebra’, ‘Graphs of Linear and Non-Linear Relations’, ‘Vectors’ and ‘Mechanics’

Students intending to study Mathematical Methods CAS Units 3 & 4 are encouraged to study General Mathematics Advanced Units 1 & 2 in addition to Mathematical Methods CAS Units 1 & 2.

OUTCOMES:
On completion of each unit the student should be able to:
1. Define and explain key terms and concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
FURTHER MATHEMATICS UNITS 3 & 4

UNITS 3 & 4:
Further Mathematics consists of a compulsory area of study 'Data analysis', and then a selection of three from six modules in the 'Applications' area of study:
• Number patterns and applications
• Geometry and trigonometry
• Graphs and relations
• Business related mathematics
• Networks and decision mathematics
• Matrices

OUTCOMES:
On completion of each unit the student should be able to:
1. Define and explain key terms and concepts as specified in the content from the areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Use mathematical concepts and skills developed in the 'Data analysis' area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study 'Data analysis' and the selected module from the 'Applications area of study.'

MINIMUM ENTRANCE REQUIREMENTS
GENERAL MATHEMATICS – FURTHER
UNITS 1 & 2 or
MATHEMATICAL METHODS CAS
UNITS 1 & 2

ASSESSMENT
School-assessed coursework and two end-of-year examinations:
- Unit 3 school-assessed coursework: 20%
- Unit 4: School-assessed coursework: 14%
- End of year examinations: 66%

RELATED INDUSTRIES:
Data Analyst
Small Business
UNITS 1 & 2
These units are designed in particular as preparation for Mathematical Methods CAS Units 3 & 4. The areas of study are 'Functions and graphs', 'Calculus' and 'Probability'.

OUTCOMES:
On completion of these units the student should be able to:
1. Define and explain key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and use a computer algebra system (CAS) and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNIT 3 & 4
Mathematical Methods CAS Unit 3 & 4 consists of the following areas of study: 'Functions and graphs', 'Calculus' and 'Probability' which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 & Unit 4.

OUTCOMES:
On completion of these units the student should be able to:
1. Define and explain key concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. Select and use a computer algebra system (CAS) and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
UNIT 3 & 4:
This subject is designed for students who are interested in deductive proofs and application. While it is a more difficult level of Mathematics, Specialist Mathematics is highly recommended for Engineering at most Universities. Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'.

OUTCOMES:
On the completion of each unit the student should be able to:
1. Define and explain key terms and concepts as specified in the areas of study, and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

MINIMUM ENTRANCE REQUIREMENTS
GENERAL MATHEMATICS – ADVANCED
UNITS 1 & 2

ASSESSMENT
School-assessed coursework and two end-of-year examinations:
- Unit 3 school-assessed coursework: 20%
- Unit 4: School-assessed coursework: 14%
- End of year examinations: 66%

RELATED INDUSTRIES:
Engineer
Teacher
Lecturer
Financial Analyst
Engineer
Medical and Paramedical Sciences
Commerce
Accountant
Architecture
Designing
Research
## RATIONALE:

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

## UNIT 1: REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions to the creation of meaning in media products and the role and significance of selection processes in the construction of such products.

### OUTCOMES:

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

1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. Produce and compare media representations in a variety of media forms.
3. Recognise and evaluate the creative and cultural implications of the new media technologies.

## UNIT 2: MEDIA PRODUCTION AND THE MEDIA INDUSTRY

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative nature of media production. Students develop practical skills through undertaking assigned roles during their participation in

### ASSESSMENT

To be determined by internal school assessment using grades, descriptive statements or other indicators.
specific stages of media production and analyse issues concerning the stages and roles in the media production process. The contexts within which Australian media production takes place are also analysed.

OUTCOMES:
On completion of this unit students should be able to:
1. Explain the media production process and demonstrate specialist production skills in specialist roles within collaborative media productions.
2. Identify and analyse industry and production issues concerning the production stages and specialist roles within the media industry.
3. Describe the production characteristics of Australian media organisations and discuss the social and industrial context within which such organisations operate.
UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students also develop practical skills through undertaking exercises related to aspects of the design and production process.

OUTCOMES:
Students should be able to:
1. Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.
2. Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to the media form.
3. Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

UNIT 4: MEDIA PROCESS, INFLUENCE AND SOCIETY’S VALUES

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realize a production design. Students also analyse the way in which media texts are shaped by social values. The role and influence of the media is also critically analysed.

OUTCOMES:
Students should be able to:
1. Produce a media product for an identified audience from the production design plan prepared by the student in Unit 3.
2. Discuss the ways in which construction of media content and its distribution are shaped by society’s values as represented in media texts.
3. Discuss theories of media influence and analyse and present arguments about the nature and extent of media influence.
MUSIC PERFORMANCE UNITS 1 & 2

RATIONALE:
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in lifelong music making.

UNIT 1: MUSIC PERFORMANCE
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES:
On completion of this unit the student should be able to:
1. Prepare and perform a practised program of group and solo works.
2. Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.
UNIT 2: MUSIC PERFORMANCE

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

OUTCOMES:

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

1. Prepare and perform a musically engaging program of group and solo works.
2. Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
UNIT 3: MUSIC PERFORMANCE
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

OUTCOMES:
On completion of this unit the student should be able to:
1. Present an informed, accurate and expressive performance of a program of group and solo works.
2. Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

UNIT 4: MUSIC PERFORMANCE:
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

OUTCOMES:
On completion of this unit the student should be able to:
1. Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
2. Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short...
excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.
OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 & 2

RATIONALE
VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. Students will carry out overnight camping and day trips to facilitate their understanding of outdoor environments and activities.

UNIT 1: EXPLORING OUTDOOR EXPERIENCES
This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals their personal responses to and experiences of outdoor environments.

Unit 1 Activities include:
Snorkelling, penguin habitat restoration, rock-climbing, canoeing, surfing and nature fishing

AREAS OF STUDY:
Motivations for outdoor experience
Experiencing outdoor environments

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe motivations for participation in and personal responses to outdoor environments, with reference to related outdoor experiences.
2. Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to related outdoor experiences.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

Students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students will carry out overnight camping and day trips to facilitate successful completion of Unit 2.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.

RELATED INDUSTRIES:
Nature & Adventure tourism.
Commercial Recreation Leaders or instructors in the adventure travel industry.
Environmental interpretation in national parks and other settings.
Outdoor or environmental education centres.
Outdoor instructors in the outdoor adventure industry Education.
Unit 2 Activities include:
Surfing, canoeing and rock climbing, downhill and cross-country skiing.

AREAS OF STUDY:
Investigating outdoor environments
Impacts on outdoor environments

OUTCOMES:
On completion of this unit students should be able to:
1. Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.
UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Students will participate in day trips to facilitate successful completion of Unit 3.

Unit 3 Activities include: Surfing, sea-kayaking, rock climbing,

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

AREAS OF STUDY
Historical relationships with outdoor environments
Contemporary relationships with outdoor environments

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%
Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Students will participate in a two-night ski trip and day trips to facilitate successful completion of Unit 4.

Unit 4 Activities include:
Downhill and cross-country skiing, sea kayaking and rock climbing

OUTCOMES:
On completion of this unit the student should be able to:
1. Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

AREAS OF STUDY:
Healthy outdoor environments
Sustainable outdoor environments

RELATED INDUSTRIES:
Nature & Adventure tourism.
Commercial Recreation Leaders or instructors in the adventure travel industry.
Environmental interpretation in national parks and other settings.
Outdoor or environmental education centres.
Outdoor instructors in the outdoor adventure industry.
Education.
RATIONALE:
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

UNIT 1: BODIES IN MOTION
In this unit, students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: ‘Technological advancements from a biomechanical perspective’ and 'Injury prevention and rehabilitation', which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

OUTCOMES
On completion of this unit the student should be able to:
1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
3. Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the
implications of the change.

OR

Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

UNIT 2: SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

OUTCOMES

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

1. Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

2. Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

3. Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.

OR

Use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.
UNIT 3: PHYSICAL ACTIVITY, PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

OUTCOMES:

On completion of this unit students should be able to:
1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

UNIT 4: ENHANCING PERFORMANCE

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

OUTCOMES:

On completion of this unit students should be able to:
1. Plan, implement and evaluate training programs to enhance specific fitness components.
2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

RECOMMENDED PHYSICAL EDUCATION UNITS 1 & 2

ASSESSMENT

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

RELATED INDUSTRIES:
Fitness Instructor
Personal Trainer
Physiotherapist
Athlete
RATIONAL

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the broad expanses of the Universe. Theoretical and practical components of tuition to complement student’s everyday experience of the world around them are included in this course. A contextual approach to the study enhances this effect and will illustrate career paths available in the fields studied in Units 1-4.

Each unit is comprised of two prescribed areas of study and one detailed study. The teacher(s) of Unit 1-4 Physics will select the detailed study. In each unit the detailed study will increase understanding gained during the study of at least one core area.

UNIT 1
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organized and explained. Unit 1 includes “Electricity”, “Nuclear and radioactive physics” and one of the detailed studies; “Astronomy”, “Medical physics”, “Energy from the nucleus”.

OUTCOMES:
On completion of this unit, students should be able to:
1. Apply a basic DC circuit model to simple battery-operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.
2. Describe the uses & effects of nuclear reactions and radioactivity in industry, the environment and the general community.
3. Describe and explain phenomena of the detailed study.

UNIT 2
This unit covers “Movement”, “Waves and Light” and one of the detailed studies: “Astrophysics”, “Investigations: Aerospace”, “Investigations: Alternative energy resources”.

OUTCOMES:
On completion of this unit, students should be able to:
1. Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. Describe a wave model of energy transfer and apply it to light phenomena.
3. Describe and explain phenomena of the detailed study.
UNIT 3
This unit consists of the two prescribed areas of study: “Motion” and “Electronics and Photonics”. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

OUTCOMES:
On completion of this unit, students should be able to:
1. Explain and apply Newtonian ideas about Motion.
2. Compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
3. Perform scientific investigations and analyse results using a variety of techniques.

UNIT 4
This unit covers “Interactions of light and matter” and “Electric power”. The development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation of electricity.

OUTCOMES:
On completion of the unit, students should be able to:
1. Explain the operation of electric motors, generators and alternators and the generation, transmission and use of electric power.
2. Use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

DETAILED STUDY
In addition to the units outlined above, a detailed study (selected by the teacher) in one of the following topics is required: Einstein’s relativity, Investigating structures and materials, Further electronics, The Synchrotron and its applications, Photonics and Recording and reproducing sound.
This study can be undertaken in either Unit 3 or Unit 4 but assessment will be incorporated into the Unit 4 results.

MINIMUM ENTRANCE REQUIREMENTS
PHYSICS
UNITS 1 & 2
Strong recommendation of 70% in Units 1 & 2.

ASSESSMENT
School-assessed coursework and an examination:
▪ Unit 3 school-assessed coursework: 16%
▪ Unit 4 school-assessed coursework (including the detailed study): 24%
▪ End of year examination: 60%

RELATED INDUSTRIES:
Physicist
Simulation Expert
Teacher
RATIONALE:
Psychology is the scientific study of mental processes and behaviour in humans. Students explore complex human behaviours and thought processes and are given the opportunity to apply psychological principles to everyday situations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study of Psychology enables students to develop a range of skills including effective language skills for communication and numeracy skills for research and data analysis.

UNIT 1: INTRODUCTION TO PSYCHOLOGY
This unit focuses on the study of psychology as an empirical science, in which observations and ideas about human behaviour are organized and explained. Biological, behavioural, cognitive, and socio-cultural factors are taken into account and the research methods and ethics involved in collecting statistically significant data are examined. The influence of hereditary and environmental factors on the human lifespan is also investigated, and an understanding of mental illness in the community is developed.

OUTCOMES:
On completion of this unit, students should be able to:
1. Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2. Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

UNIT 2: SELF AND OTHERS
This unit focuses on the factors which influence the way in which individuals form personal attitudes, prejudices, and discriminations depending on social situations. Group conformity, obedience, and risk-taking behaviours are investigated in various social situations. Highly individual factors such as intelligence and personality are examined, and the strengths and limitations of both classic and contemporary methods of assessing these qualities are discussed.

OUTCOMES:
On completion of this unit, students should be able to:
1. Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
2. Compare different theories of intelligence and...
personality, and compare different methodologies used in the measurement of these.
UNIT 3: THE CONSCIOUS SELF
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

The brain is continually receiving and retrieving vast amounts of information, and advances in brain research methods have opened new ways to understanding the function of the nervous system in the way memories are stored, recovered, and forgotten. Students will investigate brain function and the concepts of both waking and altered states of consciousness, including the purpose and stages of sleep and the psychological effects of sleep deprivation. Students will extend their understanding of experimental research methods and the techniques involved with analysing collected data.

OUTCOMES:
On completion of this unit, students should be able to:
1. Explain the relationship between the brain, states of consciousness, and behaviour, and describe the contribution of selected studies to the investigation of brain function.
2. Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory

UNIT 4: BRAIN, BEHAVIOUR AND EXPERIENCE
This unit focuses on the interrelationship between learning, the brain and its response to experiences.

Different experiences shape and change the structure of the brain, and the acquisition of knowledge plays a vital role in determining behaviour. Students investigate the neural basis of learning, and evaluate the contribution that classic and contemporary studies have made to our understanding of different types of learning, including classical and operant conditioning. The concept of “normality” will also be challenged, and the underlying biological, psychological, and socio-cultural factors that contribute to an individual's mental health and functioning will be explored. Students learn to distinguish between universal experiences such as stress or anxiety and the chronic expression of such emotions, which fall into the category of mental illness or psychological disorder. They will take an in-depth look at a selected mental disorder and evaluate related research methodologies, whilst carefully considering associated ethical issues.
OUTCOMES:
On completion of this unit, students should be able to:
1. Explain the neural basis of learning, and compare and contrast different theories of learning and their application.
2. Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.
UNIT 3: THE SEARCH FOR MEANING
This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organisations and whole societies. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, myths and other stories, sacred texts and other religious writings, rituals, symbols, social structures, oral or written codes of behaviour, religious experience and spirituality.

OUTCOMES:
On completion of this unit the student should be able to:
1. Explain and evaluate the significance of a range of beliefs within one or more religious traditions.
2. Explain continuity and maintenance of a core religious belief or beliefs within one or more traditions.
3. Draw conclusions about the interplay between religious beliefs and significant life experiences.

UNIT 4: CHALLENGE AND RESPONSE
Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges. This unit focuses on internal and external developments which challenge significant beliefs of the tradition, and which may produce enduring historical or social consequences for the tradition or its social milieu. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

OUTCOMES:
On completion of this unit the student should be able to:
1. Analyse how one or more religious tradition/s responded to a significant internal or external challenge, and evaluate the outcome for the tradition/s.
2. Analyse the interplay between religious beliefs and the vision for each tradition for society, and the way one or more specific issues are confronted in attempting to implement the vision.

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%
UNIT 1: NARRATIVE TEXTS AND TRADITIONS
This unit examines the place of narrative within a religious tradition. Story-telling is one of the major forms of literature in religious traditions. Other common types of sacred literature are codes of law, prophecy, songs of praise, wisdom sayings, apocalyptic writings and others. This unit explores the variety of narrative at the source of a tradition, the importance of narrative for the tradition, and how we might find and describe its meaning for the earlier and continuing tradition.

OUTCOMES:
On completion of this unit the student should be able to:
1. Recognise and explain different narratives and their role within a wider literacy framework.
2. Apply basic exegetical methods against the cultural background in which the narratives are set.
3. Describe later traditional and artistic understandings of narrative text.

UNIT 2: TEXTS IN SOCIETY
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts selected for study should therefore be among those which can be sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social and political institutions. Others again may justify or support existing social and political institutions. The investigation includes consideration of the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which the texts shape, and are shaped by, the content of the message contained in them.

OUTCOMES:
On completion of this unit the student should be able to:
1. Describe the origin and development of selected texts which express a tradition’s relationship to society.
2. Describe the kind of authority which a tradition attributes to its texts and how these texts affect the tradition’s understanding of its relationship to society today.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators.
UNIT 3: TEXTS AND THE EARLY TRADITION
Traditions differ in the ways their texts account for their beginnings. In some traditions texts have a clear historical perspective, setting out the beginnings of the tradition in narrative and sequential form. In other traditions some texts present beginnings in mythological and allegorical form, while others combine these and other approaches. The teachings contained in some texts of a tradition are regarded as essential for the continuation of the tradition. This may be because they function as repositories of law, wisdom or theology or because they present the teachings of significant individuals who have had key roles in the formation of the tradition.

OUTCOMES:
On completion of this unit the student should be able to:
1. Identify events, people and places relating to the early development of the tradition.
2. Analyse issues that relate to the writing of the text, its literary structure and major themes.
3. Apply basic exegetical methods to the interpretation of texts within the founding tradition.

UNIT 4: TEXTS AND THEIR TEACHINGS
Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. As time goes on some of the themes contained in the fundamental texts have been reinterpreted in different times in the tradition. The main part of study in this unit continues the exegetical study begun in Unit 3. However, the themes contained in the foundational texts have been reinterpreted at different times within traditions and such developments are also included in the area of study.

OUTCOMES:
On completion of this unit the student should be able to:
1. Apply basic exegetical methods to the interpretation of texts within the founding tradition and discuss the major themes of the texts.
2. Discuss a significant religious idea, belief or social theme in the foundational texts of a tradition, and describe how this belief or theme has been interpreted within the tradition at a later stage.

ASSESSMENT
School-assessed coursework and an examination:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End of year examination: 50%
THEATRE STUDIES UNITS 1 & 2

RATIONALE
Theatre is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. VCE Theatre Studies develops, refines and enhances students’ analytical, evaluative and critical thinking. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge.

UNIT 1: PRE-MODERN THEATRE
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Some of the pre-modern theatre styles which are covered in the course are Ancient Greek, Commedia Dell’Arte and Elizabethan.

OUTCOMES:
On completion of this unit, students should be able to:
1. Identify and describe the distinguishing features of pre-modern theatre playscripts.
2. Apply acting and other stagecraft to interpret playscripts from the pre-modern era.
3. Analyse a performance of a playscript.

UNIT 2: MODERN THEATRE
In this unit students study modern theatrical styles and stagecraft through working with playscripts in both their written form and in performance. Students study theatrical analysis and production evaluation and apply these skills when analysing a play in performance. Some of the modern theatrical movements covered in the course include Epic Theatre, Theatre of the Absurd and Poor Theatre.

OUTCOMES:
On completion of this unit, students should be able to:
1. Identify and describe the distinguishing features of modern era theatre playscripts.
2. Apply stagecraft to interpret playscripts from the modern era.
3. Analyse and evaluate stagecraft in a performance of a playscript.

ASSESSMENT
To be determined by internal school assessment using grades, descriptive statements or other indicators

RELATED INDUSTRIES:
Lighting, Costume, Make-up, Sound, Prop or Set Designer
Director
Actor
Teacher
Journalist
Film-maker
UNIT 3: PLAYSCRIPT INTERPRETATION
In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance from the prescribed Theatre Studies Unit 3 Playlist and analyse the interpretation of this playscript.

OUTCOMES:
On completion of this unit students should be able to:
1. Apply stagecraft to interpret a playscript for performance to an audience.
2. Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
3. Analyse and evaluate the interpretation of a written playscript in production to an audience.

UNIT 4: PERFORMANCE INTERPRETATION
In this unit students study one of the prescribed monologues and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend, selected from the prescribed Theatre Studies Unit 4 Playlist.

OUTCOMES:
On completion of this unit students should be able to:
1. Interpret a monologue from a playscript and justify interpretive decisions.
2. Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.
3. Analyse and evaluate acting in a production.

ASSESSMENT
School-assessed Coursework and two end-of-year Examinations:
- School-assessed Coursework: 45%
- End-of-year Stagecraft Examination: 25%
- End-of-year Written Examination: 30%
Rationale:
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Outcomes:
On completion of this unit the student should be able to:
1. Create drawings for different purposes using a range of drawing methods, media and materials. Draw from direct observation, in proportion, and render the drawings.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes. Describe the nature of the design process in the production of visual communications.
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.
Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in...
visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

OUTCOMES:
On completion of this unit the student should be able to:
1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.
UNIT 3: DESIGN THINKING AND PRACTICES
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

OUTCOMES:
On completion of this unit the student should be able to:
1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.
OUTCOMES:
On completion of this unit the student should be able to:
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.