VCE
Subject Information Guide
2015
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Introduction
Welcome to the VCE Subject Information Guide 2015 and welcome to another point in the process of selecting and undertaking your VCE program to access your career pathways.

Whether you are currently in Year 10 and are choosing your two-year VCE program or in Year 11 and refining your choices for your Year 12 program we remind you of some important considerations.

- Revisit your Purpose, Passion and Potential that was explored in your Careers Coaching sessions. Your course should align with your purpose, your passion and your potential.
- Consider any prerequisite studies or recommended studies for courses to access your career pathways. Do your homework with research into those career pathways.
- Talk to and seek advice from your parents and adult friends, teachers and careers advisor and other students. This is one of the best ways to clarify your thinking and make a good decision.

A VCE Beyond Boundaries
At Cornish College we aim to tailor individual courses for each student in order to meet the needs of their career pathway choices. This may mean students accessing face to face style delivery of curriculum on campus, or accessing courses at other educational institutions, or undertaking courses online or through distance education with the support of a Learning Coach here at school, or participating in a blended learning environment of face to face and online learning under the guidance of a Cornish teacher.

As much as possible our students are not restricted by timetable constraints, course restrictions, mode of delivery, or other boundaries. Cornish College delivers a VCE Beyond Boundaries Program.

VCE – an Introduction
The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Structure of the Certificate
Studies are made up of units numbered 1, 2, 3 or 4. Each unit is taken over a semester.

Units 1 and 2 are designed at a Year 11 standard but they can be taken by students in Years 10, 11 or 12. They may be taken separately or in sequence. All our Year 10 students undertake Units 1 & 2 Global Politics as part of their Global Sustainability studies in Year 10.

Units 3 and 4 are designed to be at a Year 12 standard but they may also be taken by students in Year 11. Units 3 and 4 must be taken as a sequence.

To complete the Victorian Certificate of Education students are required to:
- satisfactorily complete at least 16 units of study
- satisfactorily complete at least three units of English or Literature (with at least one unit at 3 and 4 level)
- satisfactorily complete at least 3 sequences of Unit 3 and 4 studies (6 units) in addition to English/Literature.

Over the senior school years, most students will study 22 - 26 units. In general the 24 units will consist of 2 – 6 units taken in Year 10, 12 units taken in Year 11 followed by 10 units in Year 12. This includes the compulsory English/Literature units.

All units are designed to take the same amount of study time: one semester or approximately 50 to 60 hours of class time plus 40 to 50 hours of out of class time.

Students may enter studies at Units 1, 2 or 3. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Assessment in the VCE
Unit Outcomes form the basis for satisfactory completion of VCE units. Each VCE unit includes a set of two to four Outcomes. All Outcomes must be achieved for satisfactory completion of the given unit.

At Units 1 & 2 level the Victorian Curriculum and Assessment Authority (VCAA) requires the school to only report on the satisfactory (S) or not satisfactory (N) completion of units undertaken by each student.

At Units 3 & 4 level all studies have both school based assessment (either School-Assessed Coursework (SACs) or School-Assessed tasks (SATs)) as well as external examinations. The VCAA require schools to report on the S or N status of each unit completed as well as results for SACs and/or SATs.

SACs are tasks written by the classroom teacher, taken over a short timeframe with classroom supervision, they can include essays, reports, tests, case studies. Marks for SACs are moderated against external examination results and the General Achievement Test (GAT). SATs are usually practical tasks in the Arts and Technology subjects completed over a longer period of time.

External examinations for Unit 3 & 4 are conducted under rules of the VCAA in October and November each year.
VETiS - Vocational Education and Training in Schools

VETiS programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications. Students undertaking a VETiS program have the opportunity to receive both a senior secondary qualification (VCE) and a nationally portable VET qualification. The following table lists the VETiS Programs available.

All VETiS programs provide credit towards the VCE. Most VETiS programs provide credit at Units 1 to 4 level; however, some programs provide credit at Units 1 and 2 level only. Some VETiS programs allow students at the end of the course to undertake an assessment set by the VCAA which allows for provision of a Study Score.

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<td>Hospitali**</td>
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<td>Sport and Recreation*</td>
<td>Certificate II in Sport and Recreation</td>
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* indicates scored VCE VET Program

Please speak with Mr Byrne to explore specific courses and possibilities, if you are interested.
### Cross Year Studies and Enhancement Studies

Cross Year Studies are those where a student studies a subject at a higher or lower level than their normal year. As part of their Global Sustainability subject, all Year 10 students have undertaken a cross year study of Australian and Global Politics Units 1 and 2. The timetable structure in Years 11 and 12 enable cross year studies. A Year 11 student may study one unit 3 and 4 sequence while all other subjects are at the unit 1 and 2 level. The decision to study at another level needs to be taken carefully and only after appropriate processes are followed. Students interested in this option should consult their teachers, speak with their parents and obtain and complete an Expression of Interest for Cross Year Studies form from the VCE Coordinator. Factors to be considered include attitude, behavior, academic results, time management skills, maturity, past experiences, work habits, career pathway and future course needs.

VCE Enhancement Studies provide highly able students with the opportunity to extend their interest in a subject by undertaking the study of a first-year university subject in Year 12. This can be intellectually rewarding and will count as a VCE study.

Enhancement Studies are equivalent in content and assessment to one first year university study in that discipline and will allow the successful student to proceed to second year study in that discipline at university.

Students are selected by the School to participate in an Enhancement Studies program. To be eligible a student must:

- be judged as an excellent student and having demonstrated exceptional achievement in Units 1 and 2 of the selected discipline
- be assessed as being likely to achieve a VCE study score greater than 40 in Units 3 and 4 of the selected discipline
- take Units 3 and 4 of the selected discipline at the same time as the university study, or in some cases in the previous year
- demonstrate the ability to undertake the study without adversely affecting their other VCE work.

Please speak with the VCE Coordinator or Senior Years Team Leader if you are interested in either Cross Year Studies or Enhancement Studies.

### Blended Learning Units

Cornish College is in a partnership with Kingswood College in Box Hill and Billanook College in Mooroolbark to develop a blended learning mode of curriculum delivery across a range of studies in the VCE. In 2015, the Blended Learning mode of delivery will be used in Units 1 & 2 Biology, Units 1 & 2 Business Management and Units 1 & 2 Physics.

Blended Learning pedagogy involves a blending of face-to-face curriculum delivery and online curriculum delivery. This means students would attend some classroom sessions face-to-face with their teacher and some sessions designed and developed by their teacher (in collaboration with colleagues at Kingswood and Billanook) would be conducted online. This mode of curriculum delivery allows students to take more control of their learning through self-pacing some of their program. It promotes students developing skills for future studies at tertiary institutions where many courses or units are now conducted online. It provides for further differentiation and individual learning.

More information may be obtained from the specific teacher of the study (Biology, Business Management, Physics).

### VCE Course Selection

Pre-requisite studies are subjects that must be completed at VCE before you can be considered for entrance to certain university courses. Pre-requisite studies for all Victorian university courses are set out in the VTAC Victorian Tertiary Entrance Requirements (VicTER) 2016 or 2017 publications, depending on when you are applying for tertiary courses – follow the link on the VTAC website at www.vtac.edu.au. It is a good idea to register for Courselink on the VTAC website to assist you in keeping track of tertiary courses you are interested in.

Make sure you have checked all the prerequisite and recommended studies for your career options and include them in your program. If unsure, seek advice.

You may select a program that has a specific orientation (eg. Sciences, Arts, Business), or one of a more general nature. It is strongly recommended that you select at least two units of Mathematics where possible as this maintains the widest range of future course options.
Course Selection Process

☐ Read this Guide.
☐ Attend Information Evening on 17 June 2014 and speak with teachers.
☐ Refer to your careers profile and explore career options through the Job Guide (provided to students), Courselink (on the VTAC website) and the VICTER website for tertiary entry.
☐ Make choices and check with teachers and VICTER required studies.
☐ Submit your choices to Mr Mark Byrne by Friday 27 June 2014.
☐ Timetable is developed by the school to minimise clashes between classes. Consultation is held to find solutions to any clashes – early Term 3.
☐ Confirmation of subjects for Year 11 and 12 programs by the end of Term 3.

More information with details on areas such as assessment, attendance, rules and regulations will be available in the Student VCE Information Booklet later this year.

This guide contains an outline of all units offered to students for 2015. Please note that there will not be a class on campus for all units in 2015. Student choice and available resources will determine the combination of units conducted on campus.

We wish you well in this process and encourage you to speak with many people to find out more about the courses you may choose and the options you have in order to make the best choice for you.

Mark Byrne
Senior Years Team Leader

Deborah Jones
VCE Coordinator
Field of Study: English

English

Introduction
The VCE English course aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, from the personal and informal to more public and formal contexts. Students will develop competence in written and spoken English that is adequate for the demands of post-school employment, further education, and participation in a democratic society. Classroom activities in English are designed to advance students' skills of reading, writing, speaking, listening and thinking. Study of literary and media texts forms the basis of all four VCE units, including two set texts in each semester and additional independent reading. Correct use of the conventions of spelling, punctuation and syntax of Standard Australian English is essential to success in Units 1 to 4 VCE English.

Units 1 and 2
Unit 1 emphasises students' reading of a range of texts with comprehension, enjoyment and discrimination, the development of their competence and confidence in writing, and the use of and responses to oral language in different contexts. Unit 2 exposes students to an expanded range of text types and extends written communication skills across a variety of genres.

Areas of Study
Reading and responding: two texts, chosen for their literary merit, are set for close study and analysis of issues including the ideas, characters and themes constructed by the author, and the structures, features and conventions used by authors to construct meaning. Students will develop strategies for preparing, constructing and supporting responses to the set text, both orally and in writing, and using appropriate meta-language.

Creating and presenting: in this area of study, students' writing is informed by their reading and/or viewing of a range of texts relevant to a context chosen by the school. As well as two set texts, students are encouraged to read and respond to a range of both literary and non-literary texts such as short story anthologies, collections of poetry and song, autobiographies, biographies and other non-fiction texts, plays, film scripts, newspaper and magazine articles, advertisements, student writing, and oral and visual texts including films, radio and video programs, multimedia texts and dramatic performances. Independent reading outside the classroom is essential. Students will examine the effects of form, purpose, audience and context on authors' choices of genre, structure and language. They will draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

Using language to persuade: the focus of this area of study is on the use of language in the presentation of a point of view. Students read texts whose main purpose is to persuade readers and viewers to share a particular point of view, including print, non-print and multimodal, for example, editorials, letters to the editor, opinion columns, essays, reviews, speeches, segments from radio programs, CD-ROMs, television, newspaper or magazine advertisements, cartoons, documentaries, e-zines and websites. Students identify and discuss how language, verbal and non-verbal (including visual), is used in the chosen texts to position readers and viewers in particular ways. They draw on this study to construct their own well-reasoned oral and written responses to selected current issues. Students are expected to be regular readers of newspapers and to stay up to date with media coverage of major issues.

Assessment
The award of satisfactory completion for Units 1 and 2 is based on a decision that the student has demonstrated achievement of the above outcomes specified for the unit. This decision is based on the teacher's assessment of the student’s overall performance on assessment tasks designated for the unit. Assessment tasks are graded on an A+ to UG scale. Further assessment occurs through the mid-year and end of year examinations.
Units 3 and 4

In order to satisfy the requirements of Year 12 VCE English, students must complete Units 3 and 4. In these units assessment is supervised by the VCAA and is more structured than for Units 1 and 2. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-based coursework is also stipulated. The three-hour examination at the end of the year contributes 50% of the student’s score for the subject.

In Units 3 and 4, students extend on the competencies of writing, reading, speaking and listening developed in Year 11. They read and respond both orally and in writing to a range of texts, analysing how authors create meaning and the different ways in which texts can be interpreted. Students develop their writing skills by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors in relation to form, purpose, language, audience and context.

Areas of Study

Reading and responding: students read and study two set texts chosen for their literary merit. Students examine the structures, features and conventions used by authors to construct meaning, and develop their abilities to respond critically to texts, both orally and in writing, and using appropriate meta-language.

Creating and presenting: the focus in this area of study is on reading and writing and their interconnection. Students will read two set texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected context. They will also examine a range of literary, non-literary, fiction, non-fiction, oral and visual texts to extend their ideas in relation to the context. Reflecting on the ideas and/or arguments suggested by these texts, students will explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. Students will then draw on the ideas and/or arguments they have gained from the texts studied to construct their own texts. They write for a specified audience and purpose and draw on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

Using language to persuade: the focus of this area of study is on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media since September of the previous year. Students read, view and listen to texts such as feature articles and opinion columns, cartoons, editorials, letters to the editor, interviews on current affairs programs, websites and CD-ROMs, speeches, excerpts from online focus and discussion groups, and advertisements in magazines and newspapers, and on websites and television. They analyse and compare the ways in which verbal and non-verbal (including visual) language of these texts is used to persuade readers and viewers to share the points of view being presented. Drawing on their study of the use of language to persuade, students construct a piece of sustained and reasoned writing in which they put forward their own point of view on the selected issue in written or oral form.

Assessment

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<tr>
<th>Units</th>
<th>Type</th>
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<tr>
<td>Unit 3</td>
<td>School assessed coursework</td>
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<td>Unit 4</td>
<td>School assessed coursework</td>
<td>25%</td>
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<tr>
<td>Units 3 and 4</td>
<td>Examination</td>
<td>50%</td>
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Field of Study: English

Literature

Introduction
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts that will assist students in the workforce and in future academic study.

Units 1 and 2
Units 1 and 2 Literature students will study a diverse range of texts and develop a detailed understanding of the views and values within texts and how writers shape meanings through their literary conventions. The course aims to challenge and engage students in their interpretation of texts and how writers construct them. A variety of genres will be studied including poetry, plays, novels, short stories and films and at least one Australian text will be included. Students will respond to a range of texts personally, critically and creatively. They will construct creative, expository and passage based writing. Students are expected to read widely and critically, and share their understanding.

Units 3 and 4
In Units 3 and 4 Literature students will study the way writers construct their texts and how meaning is created for and by the reader. They will explore how the form of texts affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, cultural and historical contexts of texts. Students are expected to refine creative and critical responses to texts, by considering the contexts of their responses to texts, as well as the concerns, the style of language and the point of view in their re-created or adapted work. Texts are constructed in ways that express particular interests and concerns and create a particular view of the world. A combination of plays, poetry, short stories and novels will be studied.

Assessment
Units 1 and 2 School-based assessment involving a range of tasks chosen from reading journal entries, class discussion, oral and written reviews, analyses of texts, essays, dramatic presentations and creating multimedia texts.

Unit 3 School assessed coursework 25%
Unit 4 School assessed coursework 25%
Units 3 and 4 Examination 50%
Media

Introduction

The study of media includes:

- media forms such as the press, radio, film, television and photography;
- media processes such as publishing, broadcasting, advertising, news and current affairs production, popular music, popular culture, information dissemination and retrieval technologies and multimedia.

This study is designed to enable students to:

- investigate and analyse their own and others experiences of media;
- analyse media products to understand how meaning is constructed, and to develop an understanding of the range of meanings carried by media texts;
- develop an understanding of production processes involved in the construction of media products;
- examine the relationship between the media, media products and society;
- develop an awareness of media policies and issues within Australian society;
- develop and refine skills in the areas of production and critical analysis;
- develop the ability to present coherent analysis of media texts.

Students need to be aware that a large area of the study of Media comprises of written responses, essays, research, discussion and working from textbooks. It is advisable that students have a sound capacity to demonstrate a good level of written skills in order to successfully complete a range of written tasks and formal exams. Students intending to do Media need to know that the practical component represents only a small percentage of the course and theory-based classes are the dominant format. The small practical component concentrates on video production techniques and not on photography.

Students attempting Units 1 and 2 are strongly advised to have successfully completed Year 10 Media, whilst students attempting Units 3 and 4 Media should have successfully completed Units 1 and 2 Media. Students who follow this pattern tend to have better levels of skills and knowledge to do well in their Year 12 Media results.

Unit 1: Representation and technologies of representation

This unit involves the study of the implications of media technology for the individual and society and how codes, conventions and selection processes create meanings in media products. For this unit, students must complete three outcomes.

Unit 2: Media production and the media industry

Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. For this unit, students must complete three outcomes.

Unit 3: Narrative and media production design

Students develop an understanding of production and story elements in narrative texts and consider how these are constructed to engage an audience. Students also develop practical skills through designing media productions. Three outcomes must be completed by students in this unit.

Unit 4: Media: process, influence and society's values

Students develop an awareness of the role of social values in media texts and critically analyse issues raised about the role and influence of the media. The main purpose of this unit is to further develop practical media production skills. Students need to complete three outcomes which include the use of a range of technical equipment, processes and applications.

Assessment

Units 1 and 2 Work related to outcomes is assessed by the school
Units 3 and 4 School assessed coursework 20%
School assessed task 35% End of year examination 45%
Introduction
At Year 11 students undertake units of study in Studio Arts Units 1 and 2. To undertake a unit of study in Studio Arts students are strongly recommended to have satisfied the requirements of successfully completing a Year 10 unit of study in Fine Art. Students who do not have the appropriate background studies in art at Year 10 level must consult with the Head of Visual Arts before electing study at Year 11.

Unit 1: Artistic inspiration and technique
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Unit 3: Studio production and professional art practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Unit 4: Studio production and art industry contexts
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

Assessment
Units 1 and 2 Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
Unit 3 School assessed Task: 33%
Unit 4 School assessed Task: 33%
End of year examination: 34%
Visual Communication and Design

Introduction
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design, architecture, engineering, graphic design, multimedia design, industrial design, interior design, advertising and fashion all depend on graphics to develop and communicate ideas and information.

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.

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. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 3: Design thinking and practice
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.

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. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Assessment
Units 1 and 2 Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4 School assessed Coursework: 25%
School assessed Task: 40%
End of year examination: 35%
Drama

Introduction
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Unit 1: Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performances and creating and presenting characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic styles, and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

Unit 2: Creating Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text or an icon from a contemporary or historical Australian context. They use a range of stimulus material and examine performance styles from a range of historical, cultural and social contexts, including styles associated with non-naturalism. Conventions appropriate to the selected style are explored. Knowledge of how dramatic elements are enhanced or manipulated through performance is further developed. This unit also involves analysis of a student’s own performance work as well as analysis of the performance of an Australian work.

Unit 3: Ensemble performance
This unit focuses on non-naturalistic drama from a diverse range of traditions. Performance styles and theatrical conventions are explored in the development of an ensemble performance. Emphasis is placed upon the development of an extended ensemble performance, involving the symbolic, imaginative and artistic representation of subject matter. Students analyse and evaluate the process and the realisation of the ensemble performance, as well as analysing professional performance work as prescribed by VCAA VCE Drama Unit 3 Playlist

Unit 4: Solo performance
This unit explores non-naturalistic performance styles and associated conventions from a variety of cultural sources in the development of a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a longer, second solo performance, they create a devised performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.

Assessment
Units 1 and 2 Work related to outcomes is assessed by the school.
Units 3 and 4 School assessed Coursework 40%
End of year performance examination 35%
End of year written examination 25%
Theatre Studies

Introduction
Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

Unit 1: Theatrical styles of the pre-modern era
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1920s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Periods from the pre-modern era of theatre include Ancient Greek theatre, Roman theatre, Liturgical drama such as morality/miracle/mystery plays, Italian theatre and the Commedia Dell’Arte, Elizabethan and Shakespearean theatre, Restoration comedies and dramas, Neo-classical theatre, Spanish and French theatre and non-western theatre such as Beijing Opera, Noh theatre, Bunraku, Kabuki and other traditional indigenous theatre forms.

Unit 2: Theatrical styles of the modern era
This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1920s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

Theatrical styles in the modern era include naturalism/realism, expressionism, theatre of the absurd, epic theatre, physical theatre, political theatre, feminist theatre and eclectic theatre (contemporary theatre that crosses traditional boundaries). Modern theatre has been influenced by practitioners such as Ibsen, Strindberg, Stanislavsky, Chekhov, Brecht, Jarry, Pinter, Beckett, Anouilh, Grotowski, Artaud, Craig, Churchill, Hewitt, Kane, Cusack and Rayson.

Unit 3: Production development
This unit focuses on an interpretation of a playscript through the three designated stages of production: planning, development, and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4: Performance interpretation
In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the VCAA, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

Assessment
Units 1 and 2 Work related to outcomes is assessed by the school.
Units 3 and 4 School assessed Coursework 45%
End of year performance examination 25%
End of year written examination 30%
Music Performance

Introduction
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes. VCE Music Performance offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Unit 1
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 that are preparing for performance and practice 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.

Unit 2
This unit focuses on building performance and musicianship skills. Students 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 practice-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.

Unit 3
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.

Unit 4
In this unit students refine their ability to present convincing performances of group and solo works. Students select a group or 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 communication 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.

Assessment
Units 1 and 2 Work related to outcomes is assessed by the school.
Unit 3 Music Performance school-assessed course work 20%
Unit 4 Music Performance school-assessed course work 10%
Units 3 and 4 Music Performance aural and written examination 20%
Units 3 and 4 Music Performance Solo OR Group Performance 50%
Accounting

Introduction

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods. Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is advisable that students complete Unit 2 before undertaking Units 3 and 4.

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 financial information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process 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 of 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. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

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.

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, financial profit and financial position. Students interpret accounting information from accounting reports and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Assessment

Units 1 and 2 Students are assessed through a variety of tests, essays and case studies.
Units 3 and 4 School assessed coursework 50% Examination 50%
Business Management

Introduction
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1: Small business management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate Management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

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. The 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.

Assessment
Units 1 and 2 Students are assessed through a variety of tests, essays and case studies.

Units 3 and 4 Internal assessment tasks - 50% Final examination 50%
**Economics**

**Introduction**
There are no prerequisites for entry to Units 1, 2 and 3. Students who intend to undertake Units 3 and 4 however, are strongly encouraged to undertake Unit 1.

**Unit 1: Economics: 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 21st Century. Students will study the economic problem of limited means and unlimited wants. They will complete a detailed study into the goals of strong and sustainable economic growth and low inflation.

**Unit 2: Economic Change: Issues and Challenges**
This unit examines two major issues and challenges. The first is population, employment and change, which focuses on the changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country. The second is global economic issues, which exist in economies that have an impact on living standards and on the stability of the economy.

**Unit 3: Economic Activity**
The Australian economy is a contemporary market capitalist economy. This unit allows students to develop their understanding of how markets operate. They explore the difference between microeconomics and macroeconomics. Students consider the factors that influence the buying decisions made by consumers in conjunction with the production and supply decisions made by businesses. They gain an appreciation of the way in which the market system operates in the Australian economy and evaluate the effectiveness of the market system in achieving an efficient allocation of resources.

**Unit 4: Economic Management**
In this area of study, students develop a detailed knowledge of how the federal government can use budgetary policy and monetary policy to achieve its economic goals, and examine how the policies have been implemented over the past four years. Students develop an understanding about how these aggregate supply policies operate to achieve desired outcomes in relation to the achievement of key economic goals. They also examine the role of aggregate demand and aggregate supply policies in the current government policy mix.

**Assessment**
Units 1 and 2 Students are assessed through a variety of tests, essays and case studies.

Units 3 and 4 School assessed coursework 50%
End of year examination 50%
Legal Studies

Introduction
Legal Studies exposes students to the features and operation of the legal system as well as allowing them to investigate some specific laws. It focuses on the way in which law is created and applied. At the end of the four units, students should have a broad general understanding of the justice system and the skills required to continue their study of law in the future.

Units 1 and 2 expose students to the fundamentals of law in our society, criminal law, the courtroom, civil law, issues for the law and individual rights protection. Upon completing these subjects, students should be able to reflect upon the legal system in an informed manner; understand and evaluate criminal cases, including the aims of criminal sanctions; evaluate the effectiveness of criminal courtroom procedures, describe aspects of civil law-making processes and procedures; pursuit of individual rights through the court system and be able to apply legal theory to relevant cases.

Unit 1: Criminal law in action
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2: Issues in civil law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate the types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. 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. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals.

Unit 3: Law-making
Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Unit 4: Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Assessment
Units 1 and 2 Students are assessed through a variety of case studies, folio and report, tests, mock court and structured assignments. Each unit has an internal end of unit examination covering all of the content in the course.

Units 3 and 4 School assessed coursework 50%
End of year external examination 50%
Health and Human Development

Introduction
The study of Health and Human Development aims to enable students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual)
- that occurs through the lifespan stages of childhood, youth and adulthood;
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- understand that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- critically examine health and human development from an individual, community, national and global perspective;
- develop an understanding of the interdependencies between health, human development and sustainability;
- identify, develop and evaluate behaviours and strategies that promote health and human development;
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

Unit 1: Health and development of Australia’s youth
This unit focuses on the health and individual development of Australia’s youth. Individual human development is defined as a lifelong continuous process beginning at conception and ending with death. It involves a series of orderly, predictable changes that can be classified as physical, social, emotional and intellectual. Students are introduced to key health and individual human development concepts. They study nutrition and food intake as they relate to youth as well as the determinants of youth health and development. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues
This unit focuses on the health and individual development throughout the lifespan, looking at an individual’s human development from conception to ageing. Factors that influence health and individual human development including biological, behavioural, physical environment and social environment are addressed. Students then investigate one health issue that impacts on Australia’s health system.

Unit 3: Australia’s health
This unit focuses on Australia’s health and health care system and the role of nutrition on Australia’s health is included. Students learn how health status is measured and study variations in health status of specific population groups. The health status of Australia compared to other developing countries and uses of determinants of health to explain variations in health status. Australia’s National Health Priority Areas are investigated. Models for health and health promotion, the Australian health system as well as the role of government and non-government agencies in promoting healthy eating are included as well as the role of VicHealth.

Unit 4: Global health and human development
This unit focuses on global health and human development. The United Nations definition of the term ‘human development’ is explored with a particular focus on sustainability and sustainable human development. Investigation of the similarities and differences in the health status of Australia compared to developing countries is included using the United Nations Millennium Development Goals. This unit also explores the interrelationship between health, human development and sustainability. The role of the United Nations and types of aid are studied. Students are required to analyse and evaluate programs related to literacy, food security, HIV/AIDS, malaria and safe water and sanitation.

Assessment
Units 1 and 2 Short tests, written reports and examinations
Units 3 and 4 School assessed coursework 50%
Exam 50%
Outdoor and Environmental Studies

Introduction
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 comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. It provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments. The study also examines the complex interplay between human impacts on outdoor environments and nature’s impact on humans.

Activities
Outdoor experiences in this study include small groups of students undertaking self-sufficient experiences in more remote outdoor settings and may include bushwalking, cross-country ski touring, sea kayak touring, mountain biking, naturalist activities, conservation activities and surfing. Students will need to be highly organised and self-motivated as this study will involve them undertaking outdoor adventure activities (1 - 2 trips of 3 – 5 days per unit). Such activities may involve:

- travel into terrain in which contact is restricted in comparison to day to day life
- exposure to the natural elements with less protection than is provided in day to day life
- natural environmental challenges requiring greater reliance on personal resources than required in day to day life.

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

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. In this unit 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.

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 examine the dynamic nature of relationships between humans and their environment.

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.

Assessment
Units 1 and 2 Student’s level of achievement is assessed internally.
Unit 3 and 4 School assessed coursework 50%
Examination 50%
Physical Education

Introduction
Physical Education examines the many influences on performance and participation in physical activity.

Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to, and understanding of, physical activity.

A theoretical and practical approach towards physical activity is taken in this subject. It provides the means by which theory and practice are integrated. Participation in physical activity and development of performance skills provide opportunities for students to reflect on factors that affect performance and participation in physical activity, as well as improve their own performance.

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.

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 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.

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 many causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

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.

Assessment
Units 1 and 2 Internally assessed by the school
Units 3 and 4 School assessed coursework 50%
Units 3 and 4 End of year examination 50%
Geography

Introduction
Welcome to the study of geography where students learn to participate effectively as global citizens in the sustainable use and management of the world’s resources. Geographers study where geographical features are located and why they are there; what makes one place different from another and how and why these differences matter. Geography looks at the interaction between human activities and natural processes and develops an understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective. The study of geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future? Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective.

Fieldwork is undertaken in Units 1, 2 and 3.

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. It investigates how the interactions between natural processes and human activities can also change natural environments. The world’s physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. Suitable topics for study may include coasts, mountains, deserts, rivers, volcanoes and glaciers, with examples particularly from Australia and New Zealand.

Unit 2: Human environments
Mankind has created a wealth of built environments that are finely tuned, complex and full of life. This unit examines the different characteristics including living conditions and environmental qualities of rural and urban areas, and then the changes according to population, government policy and other factors. Human environments range from fishing regions and forests to central business districts and recreational areas. Suitable areas of study for rural environments include farms, forests, fishing areas and rural settlements. Suitable areas of study for urban environments include the central business district, inner urban areas, rural urban fringe, retail precincts and leisure centres. One urban and one rural environment must be studied, with one Australian and one overseas study. Examples could include case studies from the US, Vietnam, Singapore, Melbourne or the Yarra Valley.

Unit 3: Regional resources
A resource is anything occurring naturally or created by humans, that is used to satisfy needs or wants. One regional resource and one local resource must be studied. The first study focuses on water as a resource in Australia, with specific application to the region of the Murray-Darling Basin. Water is a critical resource on Earth’s second driest continent. Students should understand the context of the debates over the variations in the supply, distribution and demand for water. In the regional context of the Murray-Darling Basin, the study focuses on the source, availability, distribution and utilisation of water (surface and/or ground water). Students study a variety of management responses and evaluate them. For the local resource, students undertake fieldwork based on use, management and the justification of a policy for its future use. Suitable areas of study could include shopping centres, urban renewal sites such as Docklands, a farm, a factory, national parks or ski fields.

Unit 4: Global perspectives
Global phenomena are those things that have the capacity to affect the globe or significant parts of it. Two global phenomena must be studied, one of which is population. The study of the human population examines the geographical distribution, structure and composition as well as the dynamics of population in time and space, including growth and decline in fertility and mortality. The other global phenomenon may include major natural processes and/or human activities and their interactions that are distributed globally. Suitable areas of study include climate change, fishing, migration, tourism, desertification and wetlands. The study also focuses on the ways in which people; governments and NGO’s respond to the global impact of the two phenomena and it investigates how responses change. It identifies their positive and negative effects, and analyses and evaluates people’s actions including those that promote sustainability.

Assessment
Units 1 and 2 Internally assessed by course-work and examinations.
Units 3 and 4 Internal assessment tasks 50%
Final examination 50%
**Global Politics**

**Introduction**

In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. Units 3 and 4 Global Politics will enable students to understand and reflect on contemporary international political issues, problems and events, and the forces that shape them.

The study provides a framework to help students develop an understanding of the exercise of international political power. Consideration is given to the values and motivations that drive the exercise of political power, and the ways in which this power can benefit or undermine the welfare of individuals, groups and states.

This is a Units 3 and 4 level subject offered in Year 11. At Cornish College, students complete Units 1 and 2 Australian and Global Politics in preparation for this subject.

**Unit 3: Global actors**

In this unit students investigate the key global actors in twenty-first century global politics. 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. Students will consider the role of non-government organisations (NGOs), for example, Amnesty International and Greenpeace; organised religions, terrorist movements and organised crime syndicates. This unit looks at contemporary issues and events in a global situation. The case studies and examples studies will be contemporary to the twenty-first century.

**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. Again, the focus is on twenty-first century issues and events.

**Assessment**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td>School assessed coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4</td>
<td>School assessed coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Units 3 and 4</td>
<td>Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
History

Introduction
The past makes a fascinating curriculum, and understanding it helps us to understand some of the issues we face in our own time and place.

Unit 1: Twentieth century history 1900-1945
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War 1 there was still a sense of a certain and natural order of society. This order was soon challenged and overturned. This unit is based on one or more historical contexts from within the specified time period 1900 to 1945. Topics include the crisis and conflict of World War 1 and the subsequent rise of the Nazi regime in Germany. This culminates in an excursion and investigation of the holocaust as we question how it was allowed to occur. Social change in the 1920’s is also a point of investigation as is the work of artists, musicians and filmmakers. How did their work reflect the spirit of change in their times and how did general society react to this change?

Unit 2: Twentieth century history 1945-2000
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. It begins with the conflict and competition between the different ideas and political powers of the USA and USSR after World War II. Rivalry between the superpowers was played out in the arts, propaganda, sport, the space race, nuclear weapons production and political influence over developed and emerging nations. The unit finishes with issues for the new millennium. Topics include political upheavals, terrorism and the movement of people as refugees as a product of population growth and ecological change worldwide, all this despite advances in science, technology and medicine.

Units 3 and 4: Revolutions
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of the revolution.

Students select two of the following revolutions to study; one for Unit 3 and one for Unit 4:
The American Revolution
The French Revolution
The Russian Revolution
The Chinese Revolution

Assessment
Units 1 and 2 Internally assessed by course-work and examinations
Units 3 and 4 Internal assessment tasks 50%
Final examination 50%

History may be useful in the fields of:
Archivist
Art historian
Anthropologist
Journalist
Lawyer
Librarian
Museum curator
Teacher
Writer
Philosophy

Introduction
Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.

Unit 1: Existence, knowledge and reasoning
What is the nature of reality? How can we achieve certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics.

Epistemology addresses problems of knowledge.

Metaphysics is the study of the basic structure and categories of what exists, or of reality.

Unit 2: Ethics and philosophical investigation
Students explore basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values that underpin ethical viewpoints. There is broad scope to apply philosophical methods to everyday, personal ethical dilemmas as well as to issues debated in the media, including the most significant challenges faced by contemporary societies.

Unit 3: The good life
Texts by both ancient and modern philosophers have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both these periods to their own views on how we should live, to contemporary experience, and to ideas about the good life presented in a range of other sources.

Unit 4: Mind, science and knowledge
This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from metaphysics: What is the mind? The second considers a topic from epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is, these two questions are interrelated.

Assessment
Unit 1 and 2     Internally assessed coursework and examinations
Unit 3           School assessed Coursework 25%
Unit 4           School assessed Coursework 25%
                  End of year examination 50%
French

Introduction

While any foreign language will be useful for some jobs or for some regions, French is the only one that can be useful throughout the world as well as in Australia. French as a foreign language is the second most frequently taught language in the world after English. There are 28 countries, which have French as an official language. It is the only language other than English spoken on five continents and French and English are the only two global languages.

When deciding on a foreign language for work or school, consider that French is the language that will give you the most choices later on in your studies or your career.

The study of VCE French continues the development of the skills of listening, speaking, reading and writing. Students will gain a greater appreciation of France, its history, traditions and peoples. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the Year 11 course students need to have successfully completed Year 10 French.

Units 1-4 are yet to be confirmed and will be dependent upon the students’ interests and the availability of resources. They will, however, explore the three prescribed themes of:

- The Individual
- The French-speaking communities
- The changing world

Below are some suggested topics and sub-topics.

<table>
<thead>
<tr>
<th>The individual</th>
<th>The French-speaking communities</th>
<th>The changing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal world</td>
<td>Lifestyles</td>
<td>Social issues</td>
</tr>
<tr>
<td>For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.</td>
<td>For example, lifestyles in France and francophone countries, lifestyles of French speakers in Australia, tourism and travel, migration.</td>
<td>For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues.</td>
</tr>
<tr>
<td>Education and aspirations</td>
<td>Historical perspectives</td>
<td>The world of work</td>
</tr>
<tr>
<td>For example, student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways.</td>
<td>For example, the influence of the past on the present, famous people and historical turning points, traditions and customs.</td>
<td>For example, people at work, different types of work, vocational pathways, and unemployment</td>
</tr>
<tr>
<td>Personal opinions and values</td>
<td>Arts and entertainment</td>
<td>Scientific and technological issues</td>
</tr>
<tr>
<td>For example, personal priorities, student’s view of an ideal world and views on an issue.</td>
<td>For example, art, literature, music, theatre, cinema and the media.</td>
<td>For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.</td>
</tr>
</tbody>
</table>

Assessment

Units 1 and 2: Students are assessed through a variety of written, aural and oral tasks.

Unit 3: school assessed coursework 25%

Unit 4: school assessed coursework 25%

Examinations:

- oral component 12.5% (held in October)
- written component 37.5% (held in November)
Japanese

Introduction
Japanese is a language which opens doors to an Asian culture and society with which Australia has established lasting contacts. The culture introduces students to a new way of life and a different perspective on world issues. The language is useful in many professions but also introduces students to a different mode of expression and social nuances. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies. Japanese studies at VCE continue the development of the skills of listening, speaking, reading and writing. Students will recognise a wider range of kanji in reading and also actively use more kanji in writing. With more knowledge students will gain a greater appreciation of Japan, its traditions and people.

Courses will vary slightly each year to respond to the needs and interests of students in the class. To enter the Year 11 course students must have completed Year 10 Japanese.

Areas of study
There are three main thematic areas in VCE:

<table>
<thead>
<tr>
<th>The Individual</th>
<th>The Japanese-Speaking Communities</th>
<th>The Changing World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal world – home and family</td>
<td>Life in Japan – traditional and contemporary culture</td>
<td>The world of work – casual work (arubaito), men and women in the workforce</td>
</tr>
<tr>
<td>Visiting Japan neighbourhood, places of interest</td>
<td>Getting to know people in Japan – meeting and visiting people, leisure activities</td>
<td>Changes in daily life</td>
</tr>
<tr>
<td>Daily life – home, schools, interests and leisure, health and sickness</td>
<td>Past experiences and future plans and aspirations</td>
<td>Home and neighbourhood – comparisons between city/country, Australia/Japan, changes in family life, changes in the local environment</td>
</tr>
</tbody>
</table>

Text Types
- Personal
- Informative
- Persuasive
- Evaluative

Assessment
Units 1 and 2  Students are assessed through a variety of written, aural and oral tasks.
Unit 3: School assessed coursework 25%
Unit 4: School assessed coursework 25%
Examinations:
  - Oral examination 12.5% (held in October)
  - Written Examination (includes listening) 37.5%
Mathematics

Introduction
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 precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating, computing, abstracting, proving, applying, investigating, modelling and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which 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 a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

This study is designed to enable students to:
- develop mathematical knowledge and skills;
- apply mathematical knowledge to analyse, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations;
- to use technology as an effective support for mathematical activity.

Structure
The following units of study are offered:

<table>
<thead>
<tr>
<th>Units 1 and 2 (Year 11)</th>
<th>Units 3 and 4 (Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td>Mathematical Methods (CAS)</td>
</tr>
<tr>
<td>General Mathematics (Specialist)</td>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

Entry into Units 1 and 2
This requires satisfactory completion of Year 10 Mathematics.

Entry into Units 3 and 4
Entry into Mathematical Methods 3 and 4 requires Mathematical Methods 1 and 2. Specialist Mathematics Units 3 and 4 are normally taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contains assumed knowledge for Specialist Mathematics. In Units 3 and 4, Mathematical Methods may be taken with Further Mathematics or Specialist Mathematics.

Technology
Students are required to have a **CAS calculator** for all mathematics subjects. At Cornish College the students use the **TInspireCX**.

Assessment
Units 1 and 2  School assessed tasks may include assignments, problem solving, tests, examination and summary of review notes.

Units 3 and 4  School assessed coursework - 34%  Two end of year examinations - 66%

Course Combinations
The following table gives possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 levels.

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics 1 and 2</td>
<td>Further Mathematics 3 and 4</td>
</tr>
<tr>
<td>Mathematical Methods 1 and 2</td>
<td>Mathematical Methods 3 and 4</td>
</tr>
<tr>
<td>General Mathematics 1 and 2</td>
<td>Mathematical Methods 3 and 4, alone or with Specialist Mathematics 3 and 4</td>
</tr>
<tr>
<td>General Mathematics (Specialist) 1 and 2</td>
<td>Mathematical Methods 3 and 4, alone or with Specialist Mathematics 3 and 4</td>
</tr>
<tr>
<td>Mathematical Methods 1</td>
<td>Further Mathematics 3 and 4</td>
</tr>
<tr>
<td>General Mathematics 2</td>
<td>Further Mathematics 3 and 4</td>
</tr>
<tr>
<td>Mathematical Methods 1 and 2</td>
<td>Further Mathematics 3 and 4</td>
</tr>
<tr>
<td>Mathematical Methods 1 and 2</td>
<td>Mathematical Methods 3 and 4 and Specialist Mathematics 3 and 4</td>
</tr>
</tbody>
</table>
General Mathematics

Units 1 and 2

General Mathematics Units 1 and 2 is designed for students who would like to continue onto a Year 12 Mathematics, but who find the abstract nature of the Mathematical Methods course difficult to manage. Students will develop the skills to analyse and interpret statistical data with and without technology. They will establish an understanding of how to use the CAS calculator efficiently and accurately. Topics will be selected from:

- Linear relations, equations and graphs
- Geometry, measurement and trigonometry
- Matrices
- Network and decision mathematics
- Financial mathematics
- Sequences and series
- Statistics

There are no prerequisites for this subject, but it is strongly recommended that students enrolling in VCE Units 1 and 2 General Mathematics have achieved satisfactory grades in Year 10 Mathematics.

Assessment

Units 1 and 2

School-assessed tasks may include assignments, problem solving and modelling tasks, tests and examination.

Further Mathematics

Units 3 and 4

Further Mathematics is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems. Students will develop their skills to analyse and interpret statistical data with and without technology and they will continue to use the CAS calculator efficiently and accurately.

Topics (may be subject to change):

- Statistics (core)
- Geometry and Trigonometry
- Matrices
- Financial Mathematics
- Networks and Decision Mathematics

There are no prerequisites for this subject but it is strongly recommended that students enrolling in VCE Units 3 and 4 Further Mathematics undertake either VCE Units 1 and 2 General Mathematics or VCE Units 1 and 2 Mathematical Methods (CAS) prior to undertaking this course.

Assessment

Units 3 and 4

School assessed coursework:

Unit 3 – 20%  Unit 4 – 14%

Examinations

1. Technology free  33%
2. Technology active  33%:

Each completed in in Unit 3 and 4
Mathematical Methods (CAS)

Units 1 and 2
Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods 3 and 4. Students will require and establish strong algebraic skills. They will apply techniques, routines and processes with and without the use of technology as applicable. Students will develop an understanding of the power of the CAS calculator and an ability to use it efficiently and accurately.

Areas of study:
1. Functions and Graphs
2. Algebra
3. Rates of change and calculus
4. Probability

Outcomes:
1. Skills
2. Applications
3. Use of technology across all areas of study.

Assessment
Units 1 and 2
School assessed tasks may include assignments, problem solving and modelling tasks, tests and examinations (with two separate components: technology free and technology active)
Each Unit involves at least 50 hours of scheduled classroom instruction.

Mathematical Methods (CAS)

Units 3 and 4
Mathematical Methods Units 3 and 4 is the study of functions and graphs, algebra, calculus and probability. Assumed knowledge from Mathematical Methods Units 1 and 2 will be drawn upon. The selection of content from the areas of study is constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used. Students continue to apply techniques, routines and processes with and without the use of technology, as applicable. They further develop their understanding of the power of the CAS calculator and other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems, and an ability to use it efficiently and accurately. Students also develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.

Areas of study
1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability

Outcomes
1. Skills
2. Application
3. Use of Technology

Assessment
Units 3 and 4
School assessed coursework 34%
Unit 3 20% Unit 4 – 14%
Examination 1 Technology free 22%
Examination 2 Technology active 44%
Each completed in Units 3 and 4

Mathematical Methods may be useful in the fields of:
- Aerospace engineering
- Biological sciences
- Commerce
- Computer science
- Corporate finance
- Economics
- Engineering
- Forensic science
- Health sciences
- Information technology
- Law
- Mechatronics engineering
- Medicine
- Pharmaceutical science
- Physiotherapy
- Software engineering
- Veterinary science
General Mathematics - Specialist

Units 1 and 2
General Mathematics (Specialist) provides students will the opportunity to establish strong algebra skills and to develop an understanding of the power of mathematics as a means of interpreting real life situations. They will identify when and how CAS calculators can be used efficiently to solve problems. Students are introduced to some of the more abstract parts of mathematics and how they can be applied.

Topics include:
- Algebraic manipulation
- Real and complex number systems
- Trigonometry of non-right triangles
- Circular functions
- Coordinate geometry
- Sequences and series
- Vectors
- Kinematics

Assessment
Units 1 and 2
School-assessed tasks may include assignments, problem solving and modelling tasks, tests and examinations (with two separate components: technology free and technology active).

Specialist Mathematics

Units 3 and 4
Specialist Mathematics assumes concurrent or previous study of Mathematical Methods Units 3 and 4. This course allows students to develop an understanding of mathematical structure and proof and establish fluency in the application of techniques, routines and processes in each of the topic areas. They will further develop rigorous mathematical reasoning skills and understand the power of mathematics to model situations. Students will continue to identify when the use of the CAS calculator is the preferred method of solving a particular problem and use that technology efficiently and accurately.

Areas of study:
1. Functions, relations and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics

Outcomes
1. Skills
2. Applications
3. Use of technologies

Assessment
Units 3 and 4
School assessed coursework 34%
Unit 3 14%  Unit 4 20%
Examinations: 1. Technology free 22%
2. Technology active 44%
Each completed in Units 3 and 4
Biology

Introduction

Biology is the study of living organisms, of life processes and of the different levels of organisation from the cell to the biosphere. Advances in technology, and in particular biotechnology, have presented society with the need to make decisions about a range of public issues such as conservation, genetic engineering and medical research. There is a development of concepts and ideas through and the opportunity to acquire knowledge and skills of inquiry that will help you to examine critically issues that arise in your own lives and in the public domain, to contribute to debate and to take part in making decisions about your own health and wellbeing and that of society.

Unit 1: Unity and diversity

All living things consist of cells and while there are lots of differences between cells there are lots of similarities. In the first area of study: Cells in Action the cell as the structural and functional unit of the whole organism is examined. You will undertake a range of practical investigations into how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment. The second area of study: Functioning Organisms looks at how cells cooperate together to make multicellular organisms examines the interrelated processes involving obtaining and releasing energy, the provision of nutrients including water and gases, transport of material, removal of waste, asexual and sexual reproduction, how and why scientists classify organisms, and includes a range of practical investigations.

Unit 2: Organisms and their environment

How do organisms live in and adapt to their environment, and what are the links between different types of organisms? Practical investigations will look at techniques used to monitor and record environmental factors and track the distribution of species. In the second area of study there is a focus on Australian ecosystems, examining the complex and balanced relationship that exists between living things and the resources in their particular habitat. The interactions within ecosystems, flow of energy and cycling of matter, and the global system of biospheres are explored. You will examine how change (both natural and human induced) is a fundamental feature of all ecosystems and an understanding of the nature of this change and its effects on the organisms within the ecosystem will provide a lens in which to explore a range of environmental and sustainability issues.

Unit 3: Signatures of life

How do cells function at the molecular level? How do cells conduct the myriad of chemical reactions necessary to sustain life? You will investigate the role of enzymes in cellular processes, energy transformations in cells and the processes of photosynthesis and cellular respiration. You will also look at DNA investigating its structure and function, and the applications of molecular biology in medical diagnosis and the design of new pharmaceuticals. Following on from this understanding of the individual components of the cell you will examine how the cells communicate with other cells by examining the signalling molecules and their role in regulating activities of organisms such as hormones and neurotransmitters in organisms and the advances in technologies to assist disorders that interfere with coordination and regulation. You will also examine how cells detect biomolecules as self or non-self and how pathogenic organisms and agents attempt to evade the defences of the immune system.

Unit 4: Continuity and change

The DNA in the majority of your 100 trillion cells is fundamentally important in understanding your history as an individual and as a member of the human race. In the first area of study there is a focus on molecular genetics and the investigation of individual units of inheritance and genomes of individuals and species. You will examine the processes that occur when cells reproduce how variations occur in offspring and consider the interplay between genotype and environmental factors. Recent advances in biotechnology allow us to better understand the significance of mutations in DNA and to profile and manipulate the genetic code. The second area of study builds on this understanding by focusing on change in genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life. You will investigate changes to species, the process of natural selection as a mechanism for evolution, and the technological advances that have increased understanding of the evolutionary process.

Assessment

Units 1 and 2 Based on assessment tasks set by the College, determining the level of achievement on a set of outcomes determined by VCAA.

Units 3 and 4 Internal assessment 40% End of year examination 60%
Chemistry

Introduction
Chemistry is the study of matter. Its behaviour and interactions are studied through a thematic approach. Students have opportunities to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. Together, the four units of study provide a comprehensive coverage of chemistry at this level.

There are no prerequisites for entry to Units 1 and 2 but students are strongly advised that they should have performed well in Chemistry at Year 10 to have likelihood of success at Years 11 and 12. In view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4. Each Area of Study involves the design and performance of experiments, including the generation, collection and evaluation of experimental data.

Unit 1: The big ideas of chemistry
This unit begins with the building of the Periodic Table, which provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The structure of the atom illustrates the way in which scientific theories and models are formed. Three types of bonding are studied: metallic, ionic and covalent. Polyhedrons are introduced as examples of the importance of chemistry to everyday lives, moving into new materials including carbon nanotubes, self-repairing materials, alloys, fibres, ceramics, biopolymers, films and coatings. Synchrotron science explores particle behaviour at an ever decreasing size. The language of chemistry, its symbols and chemical formulas and equations are used to explain observations and data collected from experiments.

Unit 2: Environmental chemistry
This unit looks at water and the gases of the atmosphere, which sustain living creatures using chemical reactions. Algae blooms, salinity, acid rain, depletion of ozone, photo-chemical smog and global warming continue to have an impact on living things and the environment. Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks. The principles and applications of green chemistry to processes and practices are introduced, the goal being to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency.

Unit 3: Chemical pathways
This unit focuses on techniques of analysis with an emphasis on how properties (structure and bonding) influence choice of analyses. This unit contains material including IR and NMR techniques of analysis, forensic analysis and the design of new medicines. There are two Areas of Study: Chemical Analysis focuses on a variety of analytical techniques to analyse products in the laboratory including instrumental analytical techniques of spectroscopy and chromatography. The other Area of Study: Organic Chemical Pathways focuses on organic chemistry including production of starting materials for particular reaction pathways. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

Unit 4: Chemistry at work
What are the factors that affect production of chemicals? What is the role of waste management, health and safety and sustainability of energy sources (fuels) on these chemical processes? Emphasis on energy transformations is maintained with a focus on the principles of redox reactions. There are two Areas of Study. Industrial Chemistry focuses on the factors that affect the rate and extent of a chemical reaction. Students explore the production and uses of a chemical (selected from a list supplied) and explore how knowledge of equilibrium and factors affecting rate achieve optimum reaction conditions and yield. The Supplying and Using Energy Area of Study focuses on our use of different energy resources such as simple galvanic and electrolytic cells.

Assessment
Units 1 and 2 Based on assessment tasks set by the College, determining the level of achievement on a set of outcomes determined by VCAA.

Units 3 and 4 Internal assessment 40% End of year examination 60%
Physics

Introduction

The study of physics has led to a greater understanding of the physical and social environment and this has resulted in developments which have had a profound influence on the world.

The current physics course includes cutting edge scientific content, which will help students to extend their vocational horizons. A contextual approach to the study is adopted to ensure that students appreciate the relevance of physics to their everyday experiences of the physical, technological and social worlds, and to help them build a robust understanding of important concepts by encouraging them to refine and reconstruct the models of physical phenomena they already hold.

An important part of learning physics at this level is the acquisition of specific skills in measuring physical quantities, and the reproduction of standard experiments, which provide evidence for important concepts. The study also emphasises the development of skills in experimental investigation. These skills, which are distinct from skills in carrying out particular procedures, can be developed when students are given opportunities to design an experimental procedure, and have input into the selection of the topic of the investigation. Such activities form a substantial part of the school assessed coursework in the study.

Unit 1

This unit focuses on the study of physics as a human endeavour in which observations about the physical world are organised and explained. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied. The students’ understanding of electricity and electronics is broadened. They should also develop the confidence and skills to communicate their knowledge of physics effectively. The Areas of Study in this unit include Electricity; Nuclear physics and radioactivity and one detailed study selected from Astronomy, Medical physics, Energy from the nucleus, Astrophysics, Flight or Alternative energy sources.

Unit 2

The unit promotes the development of the student’s ability to use conceptual models to describe and explain observed physical phenomena. Students’ understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion are developed to a greater range of movements. The use of simple mathematical modelling to organise data and make predictions is further developed and applied to more extensive data. The Areas of Study in this unit include Movement, Wave Like Properties of Light and a detailed study selected from Astronomy, Medical Physics, Energy from the nucleus, Astrophysics, Flight or Alternative energy sources.

Unit 3

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced. The Areas of Study in this unit include Motion in one and two dimensions as well as Electronics and Photonics.

Unit 4

Unit 4 uses the development of models to explain the complex interaction of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication. The Areas of Study in this unit include Interactions of Light and Matter as well as Electric Power.

A detailed study is chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

Approximately 30% of time for each unit is devoted to practical work, including student investigations.

Assessment

Units 1 and 2

Based on assessment tasks set by the College, determining the level of achievement on a set of outcomes determined by VCAA.

Units 3 and 4

Internal assessment (School Assessed Coursework) 40%

End of year examination 60%

Physics may be useful in the fields of:

- Aerospace engineer
- Architect
- Astronomer
- Builder
- Dentist
- Engineer
- Industrial designer
- Medical imaging technologist
- Physicist
- Physiotherapist
- Pilot
- Quantity surveyor
- Radiologist
- Science teacher
- Surveyor
- Veterinarian
Psychology

Introduction
Psychology is the systematic study of thoughts, feelings and behaviour. It is one of the newer sciences. As a science, psychology aims to describe, explain and predict behaviour and in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences.

Psychology has interdisciplinary links with other science studies, social science, the humanities and mathematics. VCE Psychology is designed to provide a challenging yet accessible introduction to the science of psychology, enabling students to increase their knowledge of human behaviour.

This study encompasses a development of concepts and ideas throughout the units. In Unit 1 students are introduced to the history, nature and scope of psychology as a scientific discipline and social behaviour as well as the development of perceptual and cognitive abilities. The biological bases of behaviour are introduced in Unit 2 and further developed in Unit 3 where they are applied to the associated areas of visual perception and states of consciousness. Research methods that are used to explain behaviour from a scientific perspective are introduced in Unit 1 and further investigated and applied in other areas of study throughout each of the units.

Unit 1: Introduction to Psychology
In this unit, the nature and scope of psychology is introduced. Visual perception is considered to illustrate how biological, behavioural, cognitive and socio-cultural aspects of psychology relate to everyday behaviour. A key component of this unit involves how psychology changes across the lifespan. The unit also considers key historical developments and the study of mental illness.

Unit 2: Self and Others
In this unit, the first Area of Study: Interpersonal and Group Behaviour, examines behaviour as a consequence of environmental experiences and how attitudes are formed, changed and measured. The Area of Study: Intelligence and Personality, focuses on the scientific ways of describing and measuring normality and individual differences as well as approaches to measuring intelligence. A variety of intelligence and personality tests are investigated.

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. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Unit 4: Brain, Behaviour and Experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues. Students use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person’s mental state – to explore the nature of stress, simple phobia and a selected mental disorder. The intent of the study is not that of diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote mental wellbeing.

Assessment
Units 1 and 2 Based on assessment tasks set by the College, determining the level of achievement on a set of outcomes determined by VCAA.
Units 3 and 4 Internal assessment 40%
End of year examination 60%

Written component 37.5% (held in November)
Information Technology

Introduction
This study is about the use of information technology to solve problems on both a personal and business level. Several software packages are studied including databases (MS Access), web authoring (Dreamweaver) and spreadsheets (MS Excel).

Unit 1: IT in action
This unit focuses on how individuals and organisations 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 manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied.

Unit 2: IT pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs.

Assessment
Units 1 and 2 Based on assessment tasks set by the College, determining the level of achievement on a set of outcomes determined by VCAA.

Information Technology - Applications

Unit 3: IT pathways
The focus of this unit is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Students also consider the use of a relational database management system (RDBMS).

Unit 4: IT pathways
In this unit, students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

Assessment
School assessed coursework – 50%
Two hour examination – 50%

Information Technology – Software Development

Unit 3: Software development
Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. They develop and apply knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. They then engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Unit 4: Software development
This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment.

Assessment
School assessed coursework 50%
Two hour examination – 50%
Food and Technology

Introduction
This subject enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding.

The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social, economic and environmental needs of society. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed. An understanding of the links between food, food processing, nutrition, health and wellbeing is a high priority in contemporary society. The study of Food and Technology challenges students to make these links and provides them with the opportunity to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

Unit 1: Food safety and properties of food
This unit introduces students to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated. Students discover links between classification of foods and their properties and how their enjoyment of food is associated with different cooking methods and properties of foods. They examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food.

Unit 2: Planning and preparation of food
This unit provides students with the opportunity to investigate the best methods and equipment to use for optimum results and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

Unit 3: Food preparation, processing and food controls
Students are required to develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. Students apply safe work practices while preparing food. They will analyse the functions of the natural components of key foods and apply this information to the processing of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques.

Unit 4: Food product development and emerging trends
Here the students work independently to complete the challenge of implementation of a design plan they established in unit 3. In completing the task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan. Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing and also investigate emerging trends in product development, including societal pressures to improve health, technological developments, packaging and environmental considerations.

Assessment
Units 1 and 2 Planning, production and evaluation reports for at least 8 sessions, short written report, and materials testing.

Unit 3 School assessed coursework 18%
Unit 4 School assessed coursework 12%
Units 3 and 4 School assessed task 40%
Units 3 and 4 Examination 30%