

ALIA COLLEGE VCE STUDENT HANDBOOK 2019

VCE Information Night:
Wednesday, 8 August 2018

Subject Selections Due:
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Alia College

Phone: 03 9822 9622

Fax: 03 9822 6498

Campus:

405 Tooronga Road
Hawthorn East VIC 3123

Postal:

119 Auburn Road (Box 10)
Hawthorn East VIC 3123

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ALIA COLLEGE VCE STUDENT HANDBOOK 2019

The purpose of this handbook is to familiarise you with the structure of the VCE, and to make you aware of your responsibilities, and the requirements involved in satisfactorily attaining the VCE, at Alia College.

What is the VCE (Victorian Certificate of Education)?

The VCE provides a pathway from secondary school to further study at university and TAFE colleges or into the workforce through VCE Vocational Education and Training programs (VET). The subjects you choose will depend on what you think you want to do when you leave school. You may have a very clear idea of what you want to do and the determination to follow that pathway, or you may not be sure at this stage. In either case, Alia College recommends that you choose carefully in order to maximise your options, keeping in mind the subjects that you most enjoy, and which are therefore likely to bring out your best.

Satisfactory completion of the VCE

In order to attain the VCE, you must complete at least 16 units. A unit is a semester-long subject. For example, Unit 1 Psychology runs in Semester 1 and Unit 2 Psychology runs in Semester 2. If you satisfactorily complete both units, then you only have 14 to go. Yay!

Though Units 1 & 2 (Year 11) subjects may be done separately or as a sequence, Alia College asks students to do them as a sequence. Units 3 & 4 (Year 12) subjects MUST be done as a sequence.

The Victorian Curriculum and Assessment Authority (VCAA) stipulates that the 16 units must comprise:

- At least 3 Units from the English group (Foundation English Units 1 & 2, English Language Units 1 - 4, Literature Units 1 - 4, English Units 1 - 4, Bridging English (EAL) Units 1 & 2) with at least one unit at Unit 3 & 4 level. *
- At least three Unit 3 & 4 (Year 12) sequences other than from the English group.

Note the following:

- Alia College offers English, English Language, Literature and Bridging English EAL from the English group.
- No more than two units at Unit 1 & 2 level may count towards the English requirement.
- Students may not obtain credit for both English Units 3 & 4 and English (ESL) Units 3 & 4.

See the table in Appendix 1 at the end of this booklet for a further explanation of the VCE English requirement.

*Note: if you do not take a Unit 3 & 4 English sequence you will not qualify for an ATAR Score.

What is the ATAR score?

Students wishing to enter higher education when they complete their VCE are ranked by VTAC (Victorian Tertiary Admissions Centre) against other prospective course entrants using the ATAR (Australian Tertiary Admittance Rank). The ATAR is calculated using the study score you receive from VCAA (Victorian Curriculum and Assessment Authority) for each subject. This score is then scaled (adjusted) by VTAC “for differences in abilities of students undertaking different studies.” (Page 6, CHOICE: VCE Studies and the ATAR 2019). (<http://www.vtac.edu.au/pdf/publications/choice.pdf>).

This scaled score is called the ATAR subject score. Your ATAR is calculated using your ATAR subject scores in:

1. your Unit 3 & 4 English sequence
2. your next best 3 permissible studies
3. 10% of any fifth and/or sixth permissible study.

Restrictions on subject use in the primary four

Note the following restrictions on subject use in the best four subjects used to calculate the ATAR score.

The primary four can include no more than:

- 2 English studies,
- 2 Mathematics studies,
- 2 Music studies,

- 2 History studies,
- 2 Contemporary Australian studies,
- 2 IT studies, and
- 2 LOTE studies.

For more information about the ATAR see VTAC's CHOICE: VCE Studies and the ATAR 2019.

For more information about VCAA study scores and statistical moderation go to:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/statisticalmoderation/statmod.aspx>

VET Courses

VET courses are available for VCE students. Orientations organised by IMVC (Inner Melbourne VET Cluster) are compulsory to get into a VET course. VET Orientations are early to mid-October, therefore students have to have selected a VET course by then.

How many units do I have to do at Year 11 and 12?

In order to maximise your options, we recommend you take:

- 10 units (five studies - or six by negotiation) – at Year 11
- 10 units (five studies) – at Year 12

Students who have demonstrated their capability to the relevant subject teacher may, after negotiation with the VCE coordinator and the teacher, complete one Unit 1 & 2 (Year 11) subject while they are in Year 10, so that their Year 11 program may include a Unit 3 & 4 (Year 12) subject.

What is Satisfactory Completion of a Unit?

In order to complete a unit satisfactorily, you must demonstrate achievement of the set of outcomes for that unit as they are specified in the VCAA study design.

You will be deemed to have achieved an outcome when:

- your work meets the required standard as described in the outcome statements,
- your work is submitted on time,
- the work you submit is clearly your own, and
- you have not substantively breached the VCAA's rules (See Appendix 2).

If you achieve all the outcomes, you will receive an **S** (satisfactory) for the unit. And there will be much celebration!

If you do not achieve one or more of the outcomes, you will get an **N** (Not Satisfactory) for the unit. If you complete the work but breach the school's attendance rules, you may still be awarded an N for that particular outcome, and therefore the unit.

You may not be granted satisfactory completion if:

- your work is not of the required standard as described in the outcomes,
- you have failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason,
- your work cannot be authenticated, or
- you have substantively breached the rules, including Alia College's attendance rules (See below – Attendance/Appeals).

A **J** result will be entered if either:

- a) you have not officially withdrawn from a subject but are no longer attending class, or
- b) you have not submitted work for assessment.

If you get a **J** for a unit, it is not counted as one of your 16 required units.

Maintaining your Enrolment

It is your responsibility to maintain your enrolment by accurately completing the VCAA's *VCE Personal Details Form and using the Alia College VCE Enrolment Changes and Amendments Form* for any changes you want to make to your enrolment. Students may withdraw from, or take up, a subject with the permission of the relevant subject teacher/s, your parent/s or carer/s, the VCE Coordinator/s (Scott, Penny, or Amanda) and Bob, all of whom must sign the *VCE Enrolment Changes and Amendments Form*.

Changes to enrolment may only be made if the VCAA's cut-off date for enrolment and/or withdrawal has not already passed. The enrolment/withdrawal deadline for Unit 3 & 4 sequences falls at the end of April. Withdrawal from Year 12 subjects after the VCAA's deadline will elicit an **N** for that subject.

VCE Homeroom

It is important that you attend VCE Homeroom meetings where both general and particular VCE information is regularly distributed. At Homeroom you may be asked to verify your official enrolment or personal details records from time to time, or be issued with your exam timetable. It is your responsibility to make yourself available at Homeroom so that these important administrative tasks can be carried out. Homeroom also provides a space for VCE students - whose programs are varied - to link up as a group, or for you to ask any questions you may have about any aspect of the VCE.

How will the assessment thing work?

Units 1 & 2

In Units 1 & 2, you will be assessed for the achievement of an outcome using the assessment tasks designated for each unit. The assessment tasks determine whether you have attained a satisfactory level in the key skills and knowledge associated with that outcome. You will be awarded either **S** or **N** and these results will be reported to the VCAA. Also, teachers will give graded (A, B, C, D, E, F) feedback appropriate to each assessment task and offer you advice on how to improve. Grades are not reported to the Victorian Curriculum and Assessment Authority (VCAA) and are not subject to moderation.

Units 3 & 4

In Units 3 & 4, outcomes will be assessed via School-Assessed Coursework (SAC) and School-Assessed Tasks (SATs).

SACs are the most commonly used form of graded assessment. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Your coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework, which can be found on the VCAA website: www.vcaa.vic.edu.au. At a school level, you will be given feedback appropriate to each assessment task.

At the beginning of each unit students will receive the dates on which the SACs will take place.

SATs are a form of assessment that is undertaken over a longer period of time. SATs occur in subjects where students complete a product or folio, such as in Studio Arts. Your SAT scores are forwarded to the VCAA and are subject to a review based on students' performance on the **General Achievement Task (GAT)** that is held in June. At the beginning of each unit you will receive information outlining the nature of the assessment tasks for the unit, the criteria for assessment and the dates on which the assessment tasks will occur.

In some studies, for example Music Performance, there are designated assessment tasks that are not scored but are essential for determining **S** or **N**.

Attendance at assessment tasks

If you are absent for an assessment task, you will receive **NA** (Not Assessed) for that task, unless you provide a medical certificate, or other official documentation such as a statutory declaration or report from a counsellor. The school may verify this documentation with the practitioner.

If you are going to be absent for an assessment task, you must contact the school on the day of that assessment task and then see the relevant subject teacher as soon as you return to school.

Year 11

If you are studying Year 11 units, you must see the relevant subject teacher with a medical certificate and complete a missed SAC within two school weeks of the original assessment. Delay in completing a SAC could result in a review of the enrolment of the student in the unit in question.

Year 12

If you are studying Year 12 units and your subject teacher deems you to have a legitimate and documented absence from a SAC, you will be given an alternative time to complete the assessment task. You will then receive a score for that task. If you are absent from an assessment task without a legitimate and documented reason, you must still undertake the task in order to satisfactorily complete the outcome, however, you will not receive a score for that SAC. This will significantly reduce the study score for the unit in question. The alternative assessment session will be held within two school weeks of the original assessment.

If you do not satisfactorily complete all the criteria of an assessment task, and therefore fail to achieve the outcome, you may be given the opportunity to do make-up work at a later date. This work will not change the score that you received for the SAC – the score which is reported to VCAA – but it will enable you to receive an S for the outcome

Note that students must keep a copy of all work submitted for assessment.

Extensions of time to complete SATs

If you are taking a study which uses SATs, such as Art or Studio Arts and you are unable to complete a SAT by the due date, you must apply to the subject teacher - before that date - for an extension of time. You must also provide a medical certificate or other documentation to support your application. Extensions of up to two weeks from the original date may be granted.

Attendance/Appeals

Students are expected to cover all absences with written explanations from parents or with medical certificates. If you are absent from an assessment task, see above for extra requirements.

A student must attend, for each study, a minimum of 90% of classes. Persistent lateness will affect a student's attendance record. Failure to achieve this level of attendance will result in the student's final assessment being considered by a panel consisting of the principal, year level coordinator and VCE coordinator.

A student who receives an N for a unit due to poor attendance may appeal the decision. For the appeal the student must provide documentation supporting the extenuating circumstances that caused the poor attendance. Appeals will only be granted under exceptional circumstances.

What about exams?

Most Unit 3 & 4 studies have exams at the end of the year. The exams relate to the material you have studied throughout the year.

What percentage of my grade are my SACs or SATs worth, and what percentage of my grade is the exam worth?

The weighting between the exam and the SACs or SATs varies. For example, in Psychology the coursework is worth 40% and the exam is worth 60%. For most subjects the SACs or SATs make up 50% of your mark and the exam makes up the other 50% of your mark. Be sure to check how your subjects are weighted.

What if I experience problems that interfere with my studies?

You can apply for Special Provision during your VCE studies if your studies are adversely affected by difficult circumstances such as illness, difficult personal circumstances, chronic health impairment or disability. This allows the school to do two things. The first is to provide ongoing support for you throughout the year. The second only applies if you are taking Units 3 & 4 studies and involves informing the VCAA that you have suffered significant hardship of the above-mentioned nature, during all or part of the year, and requesting special examination arrangements. It is, therefore, imperative that such significant hardships are well documented.

How do I apply for Special Provision?

If you wish to apply for any form of Special Provision, you must fill out the Alia College Request for Special Provision form, which asks for a full explanation of the reasons for the request. Appropriate supporting documentation - usually a medical and/or psychologist's report - covering the problem, severity, treatment (if any), the effect on study and the dates involved, must be attached.

Special Examination Arrangements

You are eligible for the Special Examinations Arrangements if you can demonstrate that your capacity to complete your Year 12 examination/s is adversely affected by:

- Significant Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Your particular circumstances will determine the kind of special arrangements you are eligible to apply for. The documentation required to support an Application for Special Examination Arrangements is very specific and may take a significant period of time to compile if it is not already available. The deadlines for applying for Special Examination Arrangements for the November exams occur early in Semester 1. If you believe that you may be eligible for Special Examination Arrangements based on the above-mentioned criteria, you are advised to speak to Scott before you commence your Year 12 studies, or as early in the school year as possible.

Other forms of Special Provision

You can apply for a Derived Examination Score (DES) if you are significantly affected by events such as illness or difficult personal circumstances around the time of an examination. The evidence you provide must show that you were:

- unable to perform on the examination at a level that accurately reflects your real achievement in the study,
or
- prevented from sitting the examination at all.

You must provide documented evidence of your particular circumstances from a relevant authority e.g., doctor, social worker, police officer. This evidence must be from a completely independent person, i.e., not related to you or not have a close personal relationship with you. If you are significantly affected by sudden illness, accident or traumatic events around the examination period, you should speak to Scott as soon as possible.

Special Year 12 Consideration through VTAC – SEAS

If you apply for tertiary study through VTAC and have experienced adverse circumstances, beyond your control, that have disadvantaged you during the past 12 months only, you can apply for Special Year 12 Consideration through the Special Entry Access Scheme (SEAS). For more information about SEAS, speak to Scott, see the VTAC SEAS booklet, or go to: <http://www.vtac.edu.au/who/seas.html>

All supporting evidence must be directly related to the kind of Special Provision that you are applying for. Speak to Scott if you have any questions or uncertainties.

What subjects are on offer?

Below is a list of studies that Alia could offer in 2018. Not all of these subjects will run. If you are interested in any subjects that are not on this list, register your interest as soon as possible. It will soon be too late to add further subjects to the list. Ultimately, subjects will be offered based on the level of student interest in each study and staff availability.

ARTS

Art (Units 1-4)
Drama (Units 1-4)
Media Studies (Units 1-4)
Music Performance (Units 1-4)
Studio Arts (Units 1-4)
Theatre Studies (Units 1-4)

ENGLISH

Bridging EAL (Units 1 & 2)
English (Units 1-4)
English/EAL (units 1-4)
English Language (Units 1-4)
Literature (Units 1-4)

HUMANITIES

Classical Studies (Units 1-4)
Legal Studies (Units 1-4)
Global politics (Units 1-4)
History: Twentieth Century (Units 1 & 2)
History: Revolutions (Units 3 & 4)
Outdoor Education (Units 1-4)
Philosophy (Units 1-4)
Sociology (Units 1-4)

OTHER

Extended Investigation (Units 3 & 4)

LANGUAGES

French (Units 1-4)
Japanese (Units 1-4)
Latin (Units 1-4)

MATHEMATICS

Economics (Units 1-4)
Further Mathematics (Units 3 & 4)
Mathematical Methods (CAS) (Units 1-4)
Specialist Mathematics (Units 3 & 4)

SCIENCES

Biology (Units 1-4)
Chemistry (Units 1-4)
Environmental Science (Units 1 & 2)
Health and Human Development (Units 1-4)
Physical Education (Units 1-4)
Physics (Units 1-4)
Psychology (Units 1-4)

TECHNOLOGY

Information Technology: Software Development
(Units 1-4)

How do I pick my subjects?

Fill in the VCE Subject Selection Form and list your subjects for 2019 in order of preference. The subject you want to do most will be at number one and so on. You will notice that there are spaces for nine subjects on the form even though you will probably only be studying five or six. This is to encourage you to consider as many options and interests as possible. Take into account the prerequisites you need for courses, the subjects you are good at and those that you like. Before you pick your subjects you should check the current year's VTAC Guide as well as 2019 VICTER newspaper supplement, since these publications lists all the university and TAFE courses available in Victoria and their prerequisites.

Will taking certain subjects disadvantage me?

Make sure you speak to Scott before handing in your subject selection form. You should choose sufficient subjects that you like and are good at. You will be able to put more effort into such subjects, be more motivated, less stressed and this will give you the best results.

Other Options

VCE VET (Vocational Education and Training)

VCE VET programs allow students to combine their general VCE studies with accredited vocational training. The VET program is usually composed of work placement and VCE VET units delivered by a Registered Training Organisation (RTO) like a TAFE, which is in partnership with another school. There are two types of VET units:

- those, which like any other VCE unit, have School Assessed Coursework that is scored, modified by VCAA and used by VTAC for the purposes of producing an ATAR subject score.
- and
- those which are not scored and therefore cannot be used by VTAC in the calculation of an ATAR, but for which satisfactory completion awards a certificate and counts towards the 16 required units for the VCE.

Alia College does not currently offer VET programs, but if you are interested in taking a VET component as part of your VCE program, speak to Scott or Amanda and they will investigate this possibility.

Distance Education

If you are particularly interested in taking a VCE subject that Alia is not offering, you may choose to take a study through distance education. If you take this option, you will have a supervising teacher at the Distance Education Centre and a support teacher at Alia College. All course material, including assessment material, is sent here to school and distributed to you. You complete the worksets and assessment tasks and submit them to your distance education support teacher at school, before the due date, so they can be mailed to the Distance Education Centre. Alia College will only endorse the study of a unit through distance education based on the availability of College staff to provide expert, constant and ongoing support for the student in that study.

Note: A student cannot enrol in more than one Distance Education subject in any one year.

Subject Information

Arts

Subject: Art

Teacher: Sheena Hanrahan & Moya Shakespeare

Scope of study

Art is an integral part of people's lives. It is a potent and dynamic means through which to communicate personal experiences, ideas, cultural values, beliefs, ideas and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art, theoretical research and investigation informs art making. Through the study of artworks and the role of artists in society, students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques.

In the process of making and examining art, students use and develop their imagination, creativity, flexibility, adaptability, innovation and risk-taking.

Year 11

Unit 1 Artworks, experience and meaning

Outcome 1- Artworks and meaning

Students learn to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.

Outcome 2- Art making and meaning

Students use the art process to create visual responses that demonstrate their personal interests and ideas.

Unit 2 Artworks and contemporary culture.

Outcome 1- Contemporary artworks and culture

Students learn to discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.

Outcome 2- Art making and contemporary culture

Students use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

Assessment Units 1 & 2

Units 1 Outcome 1 - Written response to short answer questions

Units 1 Outcome 2 - An annotated folio that documents the students' artistic process and at least one finished artwork.

Units 2 Outcome 1 - Written response to short answer questions

Units 2 Outcome 2 - An annotated folio that documents the students' artistic process and at least 1 finished artwork

End-of-Year Examination

Short answer questions and extended response based on Units 1 & 2.

Year 12

Unit 3 Artworks, ideas and values

Outcome 1- Interpreting art

Students use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

Outcome 2 -Investigation and interpretation through art making

Students use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4 Artworks, ideas and viewpoints

Outcome 1- Discussing art

Students learn to examine and analyse an art idea and its related issues to inform their viewpoint.

Outcome 2- Realisation and resolution

Students apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork, students use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

Assessment – Units 3 & 4

Units 3 and 4 assessment weighting for VCE Art are as follows:

Unit 3, Outcome 1: 10%

Unit 4, Outcome 1: 10%

Unit 3 and 4 Folio work: 50%

End-of-year examination: 30%

NB – There is an annual levy for art materials of \$50 for Year 11 and \$100 for Year 12.

Subject: Drama

Teacher: Joshua Lynzaat

Description: Drama requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. The subject is suited to students who are prepared to take risks, make mistakes, and own their learning. In drama, we create entire worlds.

Year 11

Unit 1: Dramatic storytelling

Students gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft (eg- set design, costume design, etc), conventions and performance styles from a range of contexts. This unit involves analysis of a student's own performance work and of a performance by professional drama practitioners.

Unit 2: Non-naturalistic Australian drama

Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians.

Assessment

Year 11 Drama is assessed through School-Assessed Coursework (SACs). This will involve three SACs per unit of varying structure from performance, folio, essay, tests, annotated visual reports.

Year 12

Unit 3: Devised non-naturalistic ensemble performance

Students document and evaluate stages involved in the creation, development and presentation of an ensemble performance. They explore non-naturalistic performance styles and from a diverse range of contemporary and cultural performance traditions. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements.

Unit 4: Non-naturalistic solo performance

They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Assessment

Percentage contributions to the study score in VCE Drama are as follows:

- Units 3 and 4 school-assessed coursework 40%
- End-of-year performance examination 35%
- End-of-year written examination: 25%

Subject: Media

Teacher: Paul Mangan

The Media program gives students the opportunity to examine new and emerging digital media as well as traditional media while developing skills in media design and production in a range of media forms such as film/animation, photography/digital print, radio/sound production web authoring/digital media.

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. Students strengthen their analytical, communication skills and technical knowledge. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Year 11

Unit 1: Media forms, representations and Australian stories

Outcome 1: Media Representations

In this unit students learn how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2: Media forms in production

In this unit students use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3: Australian Stories

Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

Unit 2: Narrative across media forms

Outcome 1: Narrative, style and genre

In this area of study students explore and examine how narratives construct realities and meaning and analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2: Narratives in production

In this unit students learn how narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution that involves skilled use of media technologies, often in collaboration with others. Students will apply the media production process to create, develop and construct their own narrative productions

Outcome 3: Media and change

Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture. Students discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment: The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Year 12

Unit 3: Media Narratives and Pre-Production

In this unit students explore media narratives through film/ television, photography, print and radio and consider the use of media codes and conventions to structure meaning.

Students also engage in the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their own chosen media form documenting their progress in a written and visual design plan to support the production and post-production of a media product in Unit 4.

Outcome 1: Narrative and Ideology

Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

Outcome 2: Media Production Development

In this unit students research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production

Outcome 3: Media Production Design

In this unit students develop and document a media production design plan in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Outcome 1: Media Production

On completion of this unit the student should be able to produce, refine and resolve a media product designed in either video, animation, photography, print, radio or multimedia for an identified audience from the media production design plan prepared in Unit 3.

Outcome 2 Agency and control in and of the media

In this unit students learn how the media produces and distributes content to audiences and generates social networks which have, in turn, enabled new modes of production, distribution, consumption and reception based on the sharing of commercial and user-generated content. Students examine the challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual and discuss issues of agency and control in the relationship between the media and its audience.

Assessment

SAC 1 Narrative and Ideology	10%
SAC 2 Agency and control in the media	10%
SAT Media Production	40% (inc: Unit One Outcome 2 ,3 and Unit Four Outcome 1)
End of Year Exam	40%

Subject: Music Performance

Teacher: Kera Jeffery

Description:

Students will present a program of works in a live group performance in a music group. The group will play songs in a variety of musical styles. Students will develop an understanding and appreciation for different styles of music and will learn how to interact with each other in a musical setting, as well as discussing specific musical elements demonstrated in the songs they are performing.

The subject will also begin to look at music theory including intervals, scales, melody, harmony and rhythm. Listening activities are part of the subject as well as a look at improvisational techniques.

Entry:

There are no prerequisites for entry to Units 1, 2, and 3. However, to undertake Units 3 & 4 Solo Performance students should have about three years' experience prior to Year 11 on a musical instrument or voice. Students may elect to do all six units in this study.

Year 11

Unit 1

This unit will focus mainly on developing the student's skills of performing in a group and also begin building the student's knowledge of music theory. Students are required to perform both a solo performance as well as a group performance demonstrating already-prepared work, as well as performing previously unseen music. Through these outcomes, students will develop knowledge of music language and skills in aural perception and notation.

Unit 2

This unit continues the development of performance skills and focuses on analysis of music being prepared for performance. Students continue to develop knowledge of music language and skills in aural perception. Students will also undertake activities involving composing, arranging or improvising.

Year 12: Units 3 & 4

Group Performance

The focus of these units is on the students and how they perform within the group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles. Both the preparation and presentation side of performance will be explored including the development of arrangements and rehearsal strategies. Creative techniques and improvisation skills will be developed, and of course music language and aural perception will be explored in more depth.

Solo Performance

The focus is on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Aural comprehension skills and an understanding of characteristics within the works performed will be covered in these units.

Assessment:

Satisfactory Completion: Demonstrated achievement of outcomes specified for the unit.

Unit 1 & 2: School-based assessment

Group Performance

Unit 3: School-assessed course work 10%
Aural and written examination 25%

Unit 4: School-assessed coursework 15%
Group performance examination 50%

Solo Performance

Unit 3: School-assessed coursework 15%
Aural and written examination 25%

Unit 4: School-assessed coursework 15%
Group performance examination 50%

Subject: Studio Arts

Teacher: Moya Shakespeare/Sheena Hanrahan

Scope of study

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. Students use this knowledge to inform their own studio practice and to support art making.

Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Year 11

Unit 1: Studio inspiration and techniques

Outcome 1- Researching and recording ideas

Students identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

Outcome 2 - Studio practice

Students produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

Outcome 3 - Interpreting art ideas and use of materials and techniques

Students discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques.

Unit 2: Studio exploration and concepts

Outcome 1- Exploration of studio practice and development of artworks

Students develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Outcome 2 - Ideas and styles in artworks

Students compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Students develop an understanding of the use of other artists' works in the making of new artworks, which include the ideas and issues associated with appropriation such as copyright and artists' moral rights.

Assessment: Units 1 & 2

Unit 1 Outcome 1 & 2 - An annotated folio that documents the students' artistic process and at least 1 finished artwork.

Unit 1 Outcome 3 - Written response to short answer questions.

Unit 2 Outcome 1 – A written exploration proposal, an annotated folio that documents a variety of potential directions and at least 1 finished artwork.

Unit 2 Outcome 2 - Written response to short answer questions.

End-of-Year Exam - Short answer questions and extended response based on Units 1 & 2

Year 12

Unit 3: Studio practices and processes

Outcome 1 - Exploration proposal

Students prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Outcome 2 - Studio process

Students present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Outcome 3 - Artists and studio practices

Students examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4: Studio practice and art industry contexts

Outcome 1 - Production and presentation of artworks

Students present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Outcome 2 – Evaluation

Students provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

Outcome 3 - Art industry contexts

Students compare the methods used by artists and the considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment – Units 3 & 4

Units 3 and 4 assessment weighting for VCE Studio Arts are as follows:

Units 3 & 4 School-assessed Coursework 10%

(SACs - Artists & Studio Practices, Art industry contexts)

Units 3 & 4 School-assessed Task 60%

(Exploration proposal, Work Plan, Folio, Finished works, Reflection document.)

End-of-year examination 30%

NB – There is an annual levy for materials of \$100 for Year 11 and \$150 for Year 12.

Subject: Theatre Studies

Teacher: Joshua Lynzaat

Description

Theatre Studies opens up the world of theatre to students: creating a space to explore, experiment and enjoy the study of theatrical genres from the pre-modern era to the present day. Theatre Studies is different from Drama

because students interpret pre-written scripts instead of writing their own, and more focus is given to the design elements of theatre rather than just acting.

Year 11

Unit 1: Theatrical styles of the pre-modern era

Students learn about theatrical styles of the pre-modern era. Then they get to work experientially by playing with character development and interpreting scripts. A highlight is a visit to the theatre.

Unit 2: Theatrical styles of the modern era

Again a highlight of Unit 2 is another visit to the theatre, and along with that students get to develop their performance skills by applying their knowledge of the theatrical styles of the modern era to the development of a performance piece.

In Units 1 & 2 students get to explore many different stagecraft areas including acting, directing, lighting, sound, costume and makeup.

Assessment

Year 11 Theatre Studies is assessed through School Assessed Coursework (SACs). This will involve three SACs per Unit of varying structure from performance, folio, essay, tests, annotated visual reports.

Year 12

Unit 3: Production development

This unit focuses on the interpretation and performance of a playscript. Working collaboratively the students become a production team. They analyse the influence of stagecraft on the shaping of the production and attend and write about a performance.

Unit 4: Performance interpretation

In Unit 4 students develop a theatrical brief for a scene interpretation and work on the performance of a monologue piece. Various stagecraft elements are looked at in detail with considerable focus on acting. Knowledge of performance styles and theatrical genres are also further developed through workshops and attending and analysing a performance.

Assessment

Units 3 and 4

Percentage contributions to the study score in Theatre Studies are as follows:

Unit 3 school-assessed coursework: 30 per cent

Unit 4 school-assessed coursework: 15 per cent

End-of-year performance examination: 25 per cent

End-of-year written examination: 30 per cent

A detailed description is available on the VCAA website.

This subject involves intensive practical work with after school commitment close to performance times. There is

also a theoretical component that supports the practical work. The outcomes for each unit are incorporated together.

English

Subject: Bridging English as an Additional Language (EAL)

Teacher: Amanda Francis

Rationale

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and every day, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language.

Structure

The study is made up of two units at Unit 1 and 2 level. There is no Units 3 and 4 sequence in this study.

Each unit deals with content contained in areas of study, and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Area of Study 1: English for Everyday and Academic Purposes

In this area of study, students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally appropriate non-verbal language for a range of situations, purposes and audiences including social interactions, negotiating relationships, seeking and giving information and engaging in conversations and discussion. Students also investigate how subject-specific language, including technical terms, symbols and abbreviations, underpins their learning across a range of studies in school.

Outcome 1

On completion of this unit the student should be able to engage with and understand everyday and accessible academic texts, and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2: English for Self-Expression

In this area of study, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss the decisions authors make to express their ideas in spoken, written and multimodal texts, and understand that authors use vocabulary, structures, features and conventions for different purposes and audiences.

Outcome 2

On completion of this unit the student should be able to understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2 .

Unit 2

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study will be selected for study in Unit 2:

- Area of Study 1: English for Academic Purposes
- Area of Study 2: English Literature
- Area of Study 3: English in the Media

Area of Study 1: English for Academic Purposes

In this area of study, students consolidate and extend their understanding of how English is used for academic purposes. They read and discuss a variety of more challenging texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations. They learn that language in academic discourse may be subject-specific for defining or conveying subject content, giving instructions, or outlining processes, as well as non-subject-specific, for example to provide background information.

Outcome 1

On completion of this unit the student should be able to understand a variety of written, spoken and multimodal academic texts, identifying key information useful for their learning purposes, and produce written or spoken texts for specific academic purposes. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2: English Literature

In this area of study students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author's context can influence the views and ideas presented in a literary text.

Outcome 2

On completion of this unit the student should be able to understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Area of Study 3 English in the Media

In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as

headings, sub-headings, photographs, graphs, cartoons and types of language used. For example, colloquial language and common idiom may be used in some media texts while more formal SAE may be used in others. Students use these cues to develop awareness of how authors construct and convey point of view. They progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

Outcome 3

On completion of this unit the student should be able to explain how a variety of media texts position audiences, and produce texts which attempt to position audiences. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Assessment

Units 1 & 2: Internal Assessment

Subject: English

Teacher: Janet Lewis & Scott Pearce

Course Description

As we live in an English-speaking society, the English language is a most powerful means of organising our representations of the world. For most people, it is the primary mode by which we form our own understanding of experience, the ways we shape that experience for ourselves, and the ways we communicate our responses to other people.

In studying English, students develop the quality of their critical and imaginative thinking, their aesthetic responses, their ability to perceive complexities and their creative capacities. This development can be described generally as growth in literacy, a development which, at this level, also involves understanding and confidence in using the conventions of language and distinguishing between degrees of formality and informality in speech and writing. Students are encouraged to clarify their purposes in speaking and writing, and to develop a keen sense of the audience for which their work is intended.

Growth in literacy also implies what Seamus Heaney calls 'finding a voice'. Finding a voice means that you can get your own feeling into your own words. The way in which this happens can hardly be prescribed, for it usually first occurs when you hear something coming from somebody else's words that you recognise instinctively as a true sounding of aspects of yourself and your experience. And your response may be 'Ah, I wish I'd said that, in that particular way' and your reaction may be to imitate, consciously or unconsciously, what you had heard or read that had had such an impact.

All of these aims are at play simultaneously in the VCE English course. The course is built around a variety of texts – novels, short stories, poems, plays, films, letters, newspaper articles and published opinion pieces, etc, together with multi-modal and non-print programs. Students are encouraged to see themselves as active and engaged

readers, exploring and absorbing the meanings, ideas and values, and refining their understanding of the ways in which texts succeed or fail in becoming complete: stirring the heart, manifesting ideas, making palpable what was sensed, and making contact with what lay hidden.

English also provides abundant opportunities for conversation and discussion. Indeed, the oral component of classes is a significant forum for many of the developments described above, adding further crucial elements of learning – not only the ability to organise and describe one’s opinions, beliefs and ideas orally, in active contributions to conversation, but also the capacity to be open and responsive to the contributions of others. Communication in this sense has a creative power: it gives self-awareness to both speakers and listeners in reciprocal relation.

Making progress in English requires that students become familiar with formal patterns and processes, and can apply this knowledge in ways that meet specific criteria for particular assessed tasks and outcomes. However, students are also encouraged to explore and experiment in their reading and writing, and to recognise that avid reading, together with experimentation, drafting and editing their own writing, offers rich opportunities to develop their understanding and skills as writers.

Course Structure

YEAR 11

UNIT 1

Area of Study 1: Reading and Creating Texts

Students engage with the ideas, contexts, and structural features of set texts in order to create analytical and creative responses to these texts.

Area of Study 2: Analysing and Presenting Argument

Students analyse the presentation of argument and the use of language to position the reader. Students craft their own reasoned arguments and experiment with the use of language to position their audience.

UNIT 2

Area of Study 1: Reading and Comparing Texts

Students compare the presentation of ideas, issues and themes in two set texts. Students produce a written comparison of the two set texts.

Area of Study 2: Analysing and Presenting Argument

Building on Unit 1, Area of Study 2, students identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view.

YEAR 12

UNIT 3

Area of Study 1: Reading and Creating Texts

Students build on Unit 1, Area of Study 1, to develop an analytical interpretation of a set text, and a creative response to a different set text.

Area of Study 2: Analysing Argument

Students will analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

The outcomes from Unit 3 contribute 25% to the student's study score in English.

UNIT 4

Area of Study 1: Reading and Comparing Texts

Building on Unit 2, Area of Study 1, students produce a detailed comparison of two set texts which analyses and compares how they present issues, ideas and themes.

Area of Study 2: Presenting Argument

Building on Unit 2, Area of Study 2, students construct a sustained and reasoned point of view on an issue currently debated in the media.

The outcomes from Unit 4 contribute 25% to the student's study score in English.

THE FINAL EXAMINATION IN ENGLISH

The examination occurs early in November. It is set, conducted and assessed by the VCAA. The exam contributes 50% to the student's study score in English.

Subject: English/EAL (English as an Additional Language)

Teacher: Amanda Francis

Students must meet VCAA criteria which relate to years of education in English and years of residence in an English-speaking country. Students are only eligible to sit the final external examination in EAL if they have been in Australia for fewer than seven years, by the time they reach Year 12. Furthermore, they must not have been taught in English as their main language of instruction, for more than seven years.

English as an Additional Language follows the course outlined for English. The structure of the EAL course is similar in many respects to the English study, but is modified and will include a listening component as of 2019. EAL students generally study one less text on the text list and undertake a different end of year exam paper at Unit 3/4 level.

The difference, in more detail, is that in Unit 3, Area of Study, Using Language to Persuade, English as an additional language students are required to present a sustained and reasoned point of view on a selected issue in a written or oral form only. Whether it is written or oral will be determined each year by the teacher(s) of year 12 English as an Additional Language. Language analysis, whilst not assessed in Unit 3, is assessed in the exam in Unit 4. Unit 4 has the same requirements as Unit 4 English. The assessment criteria for English as an additional language for all the SACs take into account the fact that students are studying English as a second language and are accordingly modified. Additional time is given for the conduct of each of the SACs. The exam in November requires students to write on one text (Reading & Responding), one text (Creating & Presenting) and to a note-form summary and analyse written and visual material (Using Language to Persuade).

Subject: English Language
Teacher: Amanda Francis

This relatively new and exciting VCE study covers a broad spectrum of study areas and is a mix of linguistics, sociology, psychology and history, to name but a few! This English study is unlike any other in that it aims to have relevance to students' daily lives by looking at the way we use English Language in our interactions with others to achieve particular effects. It examines the nature of language in different social contexts and teaches students to be more competent writers and speakers.

This subject is an option for students who enjoy analysing language and its uses. English Language is based on linguistics, which takes an objective, analytical look at the nature and functions of language. There is a strong emphasis on Australian English with a range of both spoken and written texts studied at Year 11 and Year 12. The final 2-hour examination consists of short answer responses, an extended response and an essay. In the short and extended responses students are expected to demonstrate their abilities to use relevant descriptive and metalinguistic tools.

Units 1 & 2

Among the means of communication used by people, language occupies a unique and central place. Language serves many purposes: to inform others, to make inquiries, to carry out transactions, to establish and maintain relationships, to express and affirm individual and group identity, to preserve knowledge and traditions, and to express pleasure.

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts, including spoken and written varieties.

Unit 1: Language and communication

The focus of this unit is language and its use in communication. Students explore the different functions of language in written and spoken communication, including conversations, advertising, graffiti, and various other text types. Students investigate children's abilities to learn language and the stages of acquisition across a range of subsystems. The following areas are studied:

1. The nature and functions of language
2. Language acquisition

Unit 2: Language Change

The focus of this unit is how English has changed over the centuries, and the current role of English in global society. As English has spread across the world, various different English varieties have emerged, such as African-American Vernacular English, Singaporean English, and Jamaican English. At the same time, students consider the cultural impact of the spread of English on minority languages, including Aboriginal languages that are now threatened. The following areas are studied:

- English across time
- Englishes in contact

Units 3 & 4

Unit 3: Language Variation and Social Purpose

Unit 3 looks at English in the Australian social setting along the continuum of informal and formal language registers. Students look at the stylistic features of different formalities and how this is reflected through the synthesis of language. This unit focuses on how language uses written and spoken modes to communicate information, ideas, attitudes, prejudices and ideological stances. Students examine how texts are influenced by situational and cultural contexts and how language can indicate relationships, power structures and purpose. The following areas are studied:

- Informal language
- Formal language

Unit 4: Language Variation and Identity

Unit 4 focuses on the role that language plays in establishing and challenging different identities. A variety of texts are analysed to see how different identities are constructed through language. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Students will also undertake to strengthen their understanding of the International Phonetic Alphabet and how to represent a range of Australian accents. The following areas are studied:

- Language variation in Australian society
- Individual and group identities

Choose this subject if you enjoy:

- Analysing and interpreting language use
- Using concepts and metalanguage to describe and analyse formal spoken and written language in an objective and systematic way
- Evaluating features of language in the public domain
- Understanding grammar and the building blocks of language

Learning Activities will include:

- Collecting and annotating examples of language use, transcribing speech, analysing language used in different forms, such as comedy, slang and graffiti.

Careers

- Knowledge of how language functions provides a useful basis for further study or employment in numerous fields beyond the humanities. Language related fields include psychology, the study of other languages,

speech therapy, and journalism. It also supports other communication-related fields, including designing information and communications technology programs.

Subject: Literature

Teacher: Scott Pearce

Hey friend, you seem like the kind of person who wants to do a little of everything. Am I right? Maybe you're interested in English and History and Philosophy and Psychology and Sociology and Media and Religion. That is just too many subjects to take on in one year, isn't it? Say, I have an idea, why don't you enrol in Literature? You know Literature is the foundation of all those subjects. They are all forms of storytelling, ways of understanding. Wait, let me guess what you are going to say, "I'm not sure." Do you know why you're not sure? You're standing on the edge of something, maybe it's a doorway, and maybe it's a precipice. You can stay right where you are, that would be safe. Nobel Prize-winning author William Faulkner wrote:

"When something is new and hard and bright, there ought to be something a little better for it than just being safe, since the safe things are just the things that folks have been doing so long they have worn the edges off and there's nothing to the doing of them that leaves a man to say, That was not done before and it cannot be done again." So what is it that you're going to do?

Content

In Literature you are going to meet some interesting people. Let me introduce you to Mrs. Dalloway, Virginia Woolf wrote about her, saying, "She had a perpetual sense, as she watched the taxi cabs, of being out, out, far out to sea and alone; she always had the feeling that it was very, very dangerous to live even one day." Or maybe you'd like to meet Mistah Patrick Garrett! The Sri Lankan-born Canadian novelist Michael Ondaatje knows Patrick, knows that he "became frightened of flowers because they grew so slowly that he couldn't tell what they planned to do." There are so many others that I know you will love.

Together we will read novels, poems and plays. We will watch movies and cartoons and TV shows. For assessment you will write essays and short stories. At the end of Year 12 there will be a two-hour exam. Don't worry about that too much, it only influences your ATAR. Literature is about life. Still not sure what to do? Good.

Information from the VCE Literature Study Design

Unit 1: Reading practices

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

Advice from Cormac McCarthy

Cormac McCarthy's novel *No Country for Old Men*, while not about VCE, does provide astute advice on how to approach VCE. So even if you decide to step away from Literature, remember this:

"It's not about knowin where you are. It's about thinkin you got there without takin anything with you. Your notions about startin over. Or anybody's. You don't start over. That's what it's about. Ever step you take is forever. You can't make it go away. None of it. You understand what I'm sayin?"

Humanities

Subject: Classical Studies

Teacher: Penny Bates

Structure:

Unit 1: Mythical Worlds

Unit 2: Classical Imaginations

Units 3 and 4: Classical Worlds

VCE Classical Studies explores the literature, history, philosophy, art and architecture of Ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

Unit 1: Mythical Worlds

Area of Study 1: Gods, Heroes and Monsters

Students explore myth in Ancient Greece and/or Ancient Rome. Myths are traditional narratives which examine ideas that were of central importance to these societies. Myth was one way in which the Greeks explained the physical world and the part that humans play in it. Myth in Ancient Rome often had a different focus, most especially an emphasis on the city of Rome itself, its foundation, and its empire. In both societies, myth was used to explain the origins of social structures and the way that society conducted itself.

Area of Study 2: Myths and Archaeology

What have archaeological discoveries meant for the study of myth? Do myths have any basis in historical events? This area of study traces the search for evidence related to selected myths from the classical world.

Area of Study 3: Myths in Classical Cultures

Students explore the representation and function of myths in classical works. These works may include the forms of epic, sculpture, tragedy, vase and wall painting, and mosaics. Representation varied according to historical period and form. Students analyse the ideas and techniques used in these works and investigate the sociohistorical contexts. They examine ways in which myths were perpetuated in Ancient Greece and Rome such as through festivals, religious rituals, art and architecture.

Unit 2: Classical Worlds

Area of Study 1: Society through Culture

Students examine classical Greece and/or Rome through the exploration of classical works. Members of classical societies developed a variety of ways to express ideas that were important to them. They developed different forms of classical works such as epic and lyric poetry, history, philosophy, tragedy and comedy, architecture, sculpture, pottery and wall painting.

Area of Study 2: Classics through Time

Elements of classical Greek and Roman culture have endured to the present day. They have exerted a powerful influence on the art, literature, philosophy and science of Western society. This legacy has been mediated by artists, writers, philosophers and scientists who throughout the centuries have emulated, adapted or rejected exemplars

from classical culture. In this way, classical culture is reinterpreted in different periods. This shapes the transmission of the classical heritage with the result that classical studies itself has been reinvented in different times.

Units 3 and 4: Classical Worlds

Area of Study 1: Individual Study

An in depth study of a selected Greek or Roman work. Students analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context.

Area of Study 2: Comparative Study

Comparative analysis enables classicists to explore ways in which the same concept is presented by different works. Students study a pair of classical works to compare the ideas and techniques discuss the relationships of these works to their socio-historical contexts.

Assessment:

Units 1 and 2: 100% school-assessed coursework. Tasks may include essays, annotations, research reports, written analyses, short-answer questions and tests, presentations and written reflections.

Units 3 and 4:

Unit 3: 25% School-assessed coursework

Unit 4: 25% School-assessed coursework

End of year exam: 50%

Subject: Geography

Teacher: Andrew Lockrey

Description:

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops 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?

Unit 1: Natural Environments

Looks at two different natural environments (rainforest, desert, mountain, coast, etc.) and we investigate both their characteristics and changes that occur within these environments both naturally and from human influences.

Assessment involves fieldwork and could include data collection, processing and analysis; multimedia presentations; short answer questions; research reports and tests.

Unit 2: Human Environments

Looks at two different human environments (city, urban area, slum, etc). We investigate both their characteristics and changes that occur to these environments over time.

Assessment involves fieldwork and could include data collection, processing and analysis; multimedia presentations; short answer questions; research reports and tests.

Unit 3: Regional Resources

We look at two different resources, the first is the use and management of an Australian water resource (the Murray-Darling Basin region), and the second is the use and management of a local resource (such as a shopping centre, a national or state park).

Assessment covers fieldwork, tests, case studies, reports, structured essays and multimedia presentations.

Unit 4: Global Perspectives

We look at both global phenomena (such as climate change, fishing, migration, tourism and desertification), and also global responses which looks at how we respond to two different phenomena.

Assessment covers tests, case studies, reports, structured essays and multimedia presentations.

Unit 3 SACs: 25%

Unit 4 SACs: 25%

Exam: 50%

Subject: Australian and Global Politics

Teacher: Chloé Nichols

Structure:

Unit 1: The National Citizen

Unit 2: The Global Citizen

Unit 3: Global Actors

Unit 4: Global Challenges

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

Unit 1: Ideas, actors and power

Area of Study 1: Power and ideas

This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students explore the characteristics of the Australian political system and investigate a case study of a non- democratic system.

Area of Study 2: Political actors and power

In this area of study students explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics. They can formulate and advance ideas which are contested in elections. Unlike political parties, interest groups do not usually seek parliamentary representation. Rather, they seek to influence the government of the day about particular issues. The media also plays a significant role in reporting and interpreting Australian politics.

Unit 2: Global connections

Area of Study 1: Global links

In this area of study students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has created global links, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders. Students investigate key political, economic and social links throughout the global community. Students also investigate Australia's involvement in an issue affecting the global community, and assess the response.

Area of Study 2: Global Cooperation and Conflict

In this area of study students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The global community is composed of citizens, states, Intergovernmental Organisations (IGOs), NGOs, TNCs and other non-state actors. Students consider the extent to which this notion of a cosmopolitan global community can effectively deal with global challenges posed by the realist perspective of some global actors.

Unit 3: Global Actors

Area of Study 1: Global Actors

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

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

Area of Study 2: Power in the Asia-Pacific Region

In this area of study students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years. Students develop an understanding that the relative importance and effectiveness of different types of power and foreign policy instruments in pursuit of a state's national interests vary considerably, and there is often a marked difference between the intentions and results.

Unit 4: Global Challenges

Area of Study 1: Ethical Issues and Debates

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

Area of Study 2: Global crises

In this area of study students investigate the causes of TWO global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution. Students discover that the causes of these crises may be cyclical and the responses can at times exacerbate the original crisis. Students also engage with the key aspects of each crisis or ideas that relate to each crisis. TWO global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

Assessment:

Units 1 and 2: school-based assessment tasks in the form of research tasks, essays, structured questions, presentations and debates.

Unit 3: 25% of final mark assessed through school-assessed tasks

Unit 4: 25% of final mark assessed through school-assessed tasks

End-of-Year Exam: 50%

Subject: History

Teacher: Penny Bates

Description:

William Faulkner said, "History isn't a was, it's an is." In History we try to understand the past so we can see how it impacts on the present. We also look at the way an understanding of the past is shaped by perspective, and how this can make drawing meaning from the past problematic. Students learn about the historical past, and the people, ideas and events that have created past and present societies and cultures.

Year 11

Unit 1: Twentieth Century History 1918-1945

Area of Study 1: Ideology and Conflict

In this Area of Study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe, and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Area of Study 2: Social and Cultural Change

This Area of Study focuses on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Unit 2: Twentieth Century History 1945-2000

Area of Study 1: Competing Ideologies

In this Area of Study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Area of Study 2: Challenge and Change

Students examine the ways in which traditional ideas, values and political systems were challenged and changed by

individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Assessment:

There will be assessment tasks for each Area of Study. These may take the form of an essay, a research report, source analysis tasks, short and extended answer questions, and oral presentations.

Year 12

Unit 3: American Revolution 1775-1782

What drove the American colonists to reject the rule of the British Empire and forge their own nation? A love of freedom, Enlightenment ideas and a hatred of taxes are amongst the many complex reasons that brought about the American Revolution and the formation of the United States.

Unit 4: French Revolution 1789-1794

Ever wanted to know what happens when a really lazy man ruins a country, insults the population and then gets caught trying to escape? You can expect war, sociopaths, public executions and power struggle that needs to be read about to be believed. Does this sound familiar? Ah, revolution!

Assessment:

There are two writing tasks for each unit taking the form of an essay, a research report, and primary and secondary source analysis questions. The end-of-year exam is on both revolutions. Percentage contributions to the study score in History are:

Unit 3 SACs: 25%

Unit 4 SACs: 25%

Exam: 50%

Subject: Legal Studies

Teacher: Amanda Francis

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students develop an ability to identify, collect

and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered.

Unit 1: Criminal Law in Action

This unit allows students to explore aspects of criminal law and the criminal trial through the use of case studies and mock court activities. Current government policy and legal reform in areas such as sentencing are debated. Students are introduced to the skill of mooting.

Unit 2: Issues in Civil Law

This unit covers legal 'wrongs' such as defamation. The trial procedures are explored and the system evaluated to understand difficulties faced by people trying to resolve their disputes. This unit tackles a range of legal issues and has an area of study focusing upon the question of rights.

Unit 3: Law Making

This unit explores the effectiveness of the Parliamentary system and the role that individuals and groups can play in bringing about legal change. A comparative study is made of the way Human Rights are protected in countries with and without a Constitution. The role played by the courts, especially the High Court, in law making is studied.

Unit 4: Resolution and Justice

This unit explores the effectiveness of methods of dispute resolution within the Australian legal system. Reforming the legal system to improve its operation is a major focus.

Choose this subject if you enjoy:

- Finding out more about your rights and responsibilities (life skills)
- Investigating crime in society
- Knowing your legal rights
- Exploring how laws evolve over time
- Exploring Human rights issues
- Environmental issues

Careers:

Lawyers (private practice, Government, in-house counsel, community law centres), solicitors, barristers, judges, tribunal members, police (State/Federal officers), prosecutors, foreign affairs and trade (administrator, diplomat, international law advocate), Parliamentary counsel, para-Legal (legal researcher, legal secretary/pa)... Legal studies may also be useful in the fields of: business, criminal justice, finance, health services, journalism, law enforcement, legal practice, politics, public service, social work and life in general!

Subject: Outdoor and Environmental Studies

Teacher: Andrew Lockrey

Outdoor and Environmental Studies is a bit of a mixture of history, geography, health and physical education. This subject looks at the ways that humans interact with and relate to outdoor environments. These environments include both environments that haven't been influenced much by humans and those that have had human intervention.

Unit 1: Exploring Outdoor Experiences

We look at 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.

Unit 2: Discovering Outdoor Environments

We look at the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts 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.

Unit 4: Sustainable Outdoor Relationships

In this unit we explore the sustainable use and management of outdoor environments. We 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.

Subject: Philosophy

Teacher: Michael Barton

Philosophy introduces students to many of the powerful ideas that have shaped our culture. Philosophy appeals to those, like Mitya in *The Brothers Karamazov*, “who don’t want millions, but an answer to their questions.” Philosophy is the most directly relevant study for those whose curiosity includes the wish to discover whether life has meaning, for those who want to seize the value and perspective of passing things, to detach themselves from the hurly-burly of daily circumstance, to see things both as they are here and now and as they will seem forever. Specifically, philosophy is the study of what can be known as true and good, recognising that, though truth will not make us rich, it will make us free.

Many years ago, science was regarded as a part of the more general field: natural philosophy. In the last two centuries, science and philosophy have become more clearly differentiated. Science is analytical description; philosophy is synthetic interpretation. Science wishes to resolve the whole into parts, the obscure into the known. The philosopher is not content to describe the fact; he or she wishes to ascertain its relation to experience in general, and thereby to get at its meaning and its value. To observe processes and to construct means is science; to criticise and coordinate ends is philosophy. Science gives us knowledge, but only philosophy can give us wisdom.

Students will examine methods of philosophical argument and analysis, and their application to contemporary problems and debates. There will also be a descriptive study of the development of philosophical ideas over many centuries and of some of the major philosophers who have made significant and enduring contributions to philosophical thought.

The course will consider questions such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Are there rational arguments in favour of religious beliefs?

In Unit 1, students study existence, knowledge and reasoning. This unit concentrates on the nature of philosophical enquiry, the study and practice of the distinctive nature of philosophical thinking, including techniques of logic.

Unit 2 centres upon ethics and philosophical investigation. This unit develops students’ capacities to analyse the reasoning of other thinkers and to formulate logical responses to philosophical questions. Students explore basic problems of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering assumptions about values which underpin ethical viewpoints.

Unit 3 explores (i) notions of the mind, the relationship of mind and body and scientific descriptions of brain and mind (are we in some sense dualistic? If so in what sense etc.), and (ii) the nature of personal identity: what makes a ‘self’ a self across time? Is there an essential self, what sense can we make of this notion (etc.)?

Unit 4 considers the nature of the good life. What is the nature of happiness and what does it mean for a human being to live well? What does the good life have to do with being morally considerate to other people? There is a critical comparison of texts from two significant periods in which several philosophers have endeavoured to answer the question of how we should live.

Students choosing Philosophy should be curious and thoughtful about such questions and ready to investigate philosophical arguments with intellectual rigour.

Philosophy is an intellectually challenging subject which requires independent thinking and open mindedness. It also fosters reasoning skills that are highly transferable. Philosophy is both demanding and stimulating, equipping students to analyse and contribute to a range of contemporary arguments and controversial issues.

Unit 1: Introduction to Philosophy and the problems of knowledge. Logic and reasoning, Knowledge and justification; Metaphysics: the nature of reality; self and identity; mind and body; free will and determinism.

Unit 2: Techniques of Reasoning; Animal Rights; Applied Ethics; Utilitarianism and Moral Distance; Ethical Theories; Ethical and Cultural Relativism; The Human Embryo and its claims to Ethical Status; Abortion, IVF, Stem-Cell Research; Human Cloning; Reasoning and Common Fallacies; Philosophy of Religion; The Conception of the Divine; Arguments for the Existence of God.

Unit 3 (i): Descartes' first two Meditations and the Mind/Body debate; Materialism: Armstrong and the Nature of Mind; Introduction to Epistemology; Plato's dialogue 'Phaedo'.

(ii) The nature of personal identity: what makes you 'you'; Hume & Locke on identity and diversity; Buddhist ideas of Not-Self.

Unit 4: Introduction to the Good Life: Plato; Aristotle; Nietzsche's 'Beyond Good and Evil'; Peter Singer on obligations to the worse off; key questions include: what is the best life? How ought we to live? What is the psychology of Judeo-Christian morality?

Assessment

Units 1 and 2 are assessed on the basis of school outcomes and an end-of-year examination.

Units 3 and 4 are assessed on the basis of school outcomes and the end-of-year examination:

Unit 3: school-assessed outcomes	25%
Unit 4: school-assessed outcomes	25%
End-of-Year examination	50%

Subject: Sociology

Teacher: Chloé Nichols

Structure:

Unit 1: Youth and Family

Unit 2: Social Norms: Breaking the Code

Unit 3: Culture and Ethnicity

Unit 4: Community, Social Movements and Social Change

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

Unit 1: Youth and Family

Area of Study 1: Category and experience of youth

In this area of study students are introduced to nature of sociological inquiry through the study of youth. This includes an introduction to the sociological imagination as a mindset that is constantly critiquing. The experience of being young has varied across time as well as across space. Nevertheless youth and adolescence are commonly thought of as social categories, for example for the purposes of advertising and government policy. Students examine what influences different experiences of youth, such as, cultural, social, economic, and technological factors.

Area of Study 2: The family

Students are introduced to comparative perspectives as a methodology in sociology. They apply this methodology to the experience of family and consider a range of experiences of family life that can be found in different cultures and societies as well as consider key influences on family life and family as a social institution. As students investigate issues arising from homogenous thinking about families, they may relate this to functionalist and feminist views of the family.

Unit 2: Social Norms: Breaking the Code

Area of Study 1: Deviance

In this area of study Students learn about the meaning of deviance, how sociologists explain deviant behaviour and the impact of moral panic on those considered deviant. Students explore four perspectives that sociologists have established to explain deviance: Emile Durkheim's functionalist theory, Travis Hirschi's elaboration of social control theory, the interactionist theory as developed by Howard S. Becker and Druann Heckert's types of positive deviance.

Area of Study 2: Crime

In this area of study students use Australian data to examine and analyse crime rates and consider the various factors that may contribute to people committing crimes. They investigate the international nature of some types of crime and examine the various ways that nations deal with crime. Students examine the aims rationales and effectiveness of methods of punishment practised within Australian society.

Unit 3: Culture and Ethnicity

Area of Study 1: Australian Indigenous Culture

In this area of study students explore the meaning of culture and norms through study of Australian Indigenous cultures. The use of a sociological imagination assists students to examine representations of Australian Indigenous culture. Students analyse these representations through consideration of ethnocentrism and cultural relativism. Students consider the implications of these ways of representing Australian Indigenous culture for building awareness of and shaping public views of the culture.

Area of Study 2: Ethnicity

In this area of study students examine the sociological concepts of race and ethnicity. Students explore the ways that cultural identity is formed and experienced by Australian immigrant groups, as shaped by various material and non-material aspects of culture. Students investigate Australia's ethnic diversity and how social institutions respond to ethnic diversity at the local, state and national level.

Unit 4: Community, Social Movements and Social Change

Area of Study 1: Community

Sociologists refer to the concept of community as a group of people who share social relationships through being geographically close to each other and/or being in regular contact with each other, and through having similarities such as mutual interests or shared ideology. In this area of study, students explore community in general as well as a through a detailed case study of a specific community.

Area of Study 2: Social movements and social change

In this area of study students investigate the concept of power used by sociologist Max Weber. Weber claimed that every society is based on power, which he defined as the ability to achieve desired ends despite resistance from others. Students investigate the meaning, nature and purpose of social movements and how they influence social change. They learn about four types of social movements: alternative, redemptive, reformative and revolutionary, and their characteristics. They investigate theories as to why social movements arise and their various stages.

Assessment:

Units 1 and 2: school-based assessment tasks in the form of research tasks, reports, essays, structured questions, presentations, reviews and debates.

Unit 3: 25% of final mark assessed through school-assessed tasks

Unit 4: 25% of final mark assessed through school-assessed tasks

End-of-Year Exam: 50%

Languages

Subject: French

Teacher: Harriet Morgan

Rationale

More than 200 million people speak French across all five continents. It is the official language of 29 nations. It is the international language of fashion, cooking, theatre, the visual arts, dance and architecture, and the official language of the UN, the EU, UNESCO, NATO, the Olympic Games, the International Red Cross and international courts. There can be no denying its international, cultural, historical and linguistic importance!

The study of any language other than English contributes to a student's overall education, most particularly in the area of communication, but also cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The study of French provides access to the culture of all Francophone communities and understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education, etc.

Entry

VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Course Description

VCE French focuses on areas of study that comprise three prescribed themes: "The Individual", "the French-speaking Communities", and "The World Around Us". Within these themes students develop their knowledge of grammar, text types, vocabulary and different styles of writing.

Year 11

Unit 1 - This unit focuses on two prescribed themes: "The World around us": and "The Individual". Students explore sub-topics of The Cinema, Music and Media; Publicity, and New Technologies.

Unit 2 - This unit focuses on two prescribed themes "The French-Speaking Communities" and "The Individual". Students explore sub-topics of Relationships with Family and Friends, Healthy Lifestyles, Drugs, Sport and the Cult of Celebrity.

Year 12

Unit 3 - This unit consolidates all previously seen grammar and focuses on the themes of "The Individual" and "The French-Speaking Communities". The unit includes the topics of personal world, education and aspirations and personal opinions and values, lifestyles, historical perspectives as well as arts and entertainment. Formal coursework assesses the student's skills in French writing, listening and reading comprehension and role-playing

Unit 4 – This unit focuses on the prescribed theme "The World Around Us" including the topics of Social Issues, The World of Work and Scientific and Technological Issues. A Detailed Study is made of a sub-topic selected from these which forms the basis of most of the Unit's assessment outcomes as well as half the discussion component of the

VCAA oral examination in October. Formal coursework assessment is made of the student's skills in reading comprehension, writing and discussion of the detailed study topic.

Assessment

Units 1 and 2

There are 8 Outcomes in total for Year 11, done in class under test conditions, covering the four skills of Speaking, Listening, Reading and Writing. These assessments do not contribute to the overall study score.

Units 3 and 4

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%

Examinations:

- Oral /Speaking component 12.5%
- Written component 37.5%

Subject: Japanese

Teacher: Yuri Yoshida

Description

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

Entry

Students will only be enrolled in this study if they have already achieved and can demonstrate a level of writing which involves knowledge of Hiragana and Katakana alphabets, along with basic grammar.

Japanese Second Language is designed for students who do not have a Japanese background, that is, students who have learnt all the Japanese they know in an Australian school or similar environment. These students will, typically, have studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, some students with less formal experience will also be able to meet the requirements successfully. Note - conditions of entry to Units 3 & 4 may change from year to year. Consult with the VCE coordinator if unclear about eligibility.

Units 1 & 2

The Areas of Study comprise themes and topics, grammar text types, vocabulary and kinds of writing, including an introduction to Kanji characters. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read, and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience. In Unit 2 the skills previously learned will be further developed and refined. Further learning of Kanji will continue. Students will be introduced to a wider range of topics, including comparisons of cultural differences (e.g. food, customs).

Assessment

Units 1 & 2

The individual school will determine levels of achievement.

Units 3 & 4

The Areas of Study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either: Language and Culture through texts, or Language and Culture through Virtual Field Trips. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese speaking communities.

Assessment

Unit 3 & 4

It is expected that students will respond in the LOTE to all assessment tasks in Units 3 and 4.

- School-Assessed Coursework: 50%
- Oral Examination and Written Examination 50%

Subject: Latin

Teacher:

Description:

'3000 years and counting...'

The study of Latin provides students with a key to the literature, history and culture of the Graeco-Roman world. This language key unlocks ancient texts, with contemporary significance. The Romans took Latin throughout Europe, the Mediterranean and on to Britain. We are heirs to their language and institutions. Why not take a journey of discovery into your ancient heritage; and, along the way, find a wealth of English skills?

Entry

The Latin course is designed for students who will, typically, have studied Latin for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully (Translation: We can make accommodation for talented late-comers).

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education, based on comparable national and international curricula.

Year 11

Unit 1: 'Acquiring the Skill Base'- A&S

In this unit you will learn about: A&S= Grammar

A= Accidence= inflection= endings. In Latin, changes in form, esp., endings, identify words and their functions in a sentence.

S= Syntax- the relationships of words and constructions in a sentence, which produce the intended meaning.

So, A+S= Grammar= translation skill base.

Unit 2: 'Expanding the Skills'...more A&S!

In this unit you will learn more about: A&S- how to identify and explain words which exemplify forms of accidence and syntax in Latin passages; summarising these passages and answering questions on them; some preliminaries of Latin poetry.

Assessment:

There are seven outcomes in total for Year 11, assessed in ongoing assignments. These will be done in class under test conditions, with the average score making up your grade for the assessment.

Year 12

Units 3 & 4: 'Using the Skills'- original texts

With the grammatical skills acquired in your study of accidence and syntax and the experience gained through increasingly complex translations, you are now ready to delve into the texts of ancient Latin authors. Each work can be viewed in terms of its content, context, purpose and style, and your appreciation of these elements will enable you to develop the special skills needed to analyse and explain the literary, stylistic and structural techniques used by the authors. All of these get their life from the grand themes of the texts- the perennial questions which have preoccupied homo sapiens from that first self-conscious moment, even before the dawn of language. Because we share their questions, we can identify and identify with their themes.

Assessment:

There are five outcomes in total for Year 12 Latin. The level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Latin are as follows:

- Unit 3 school-assessed task: 25%
- Unit 4 school-assessed task: 25%
- End of year examination: 50%
- (N.B.- This document contains 100% English, 60% of which is recycled Latin. See the course co-ordinator for further details.)

Mathematics

Subject: Economics

Teacher: Andrew Lockrey

Description:

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Unit 1: Economics: Choices and Consequences

We look at two different areas in Unit One. The first is an overview of market systems, how they operate and their characteristics. We also have a look at how different people groups (households, businesses and governments) and their decisions impact on the way that markets run. We look closely at a couple of different markets in a case study analysis.

The second area looks at a range of economic issues, such as: Economic Growth and Sustainable Development, Creation and Distribution of Wealth and Income and Inflation. We have a look at the importance of these issues as well the government's role in managing the issue.

Unit 2: Economic Change: Issues and Challenges

We look at two different areas in Unit Two. The first looks at population, employment and change. We cover living standards, population policy, how employment is measured, and how employment effects the economy.

The second area looks at a global economic issue, such as: International economic relations, Development economics and Economic globalisation. We look at the issues importance and their impacts.

Unit 3: Economic Activity

We cover two main areas in Unit 3: Microeconomics and Macroeconomics.

In Microeconomics we look at the market system and resource allocation within the economy, including supply, demand, market structure and government intervention in the market.

Macroeconomics looks at output, employment and income. We cover a range of economics goals that the government has including: low inflation, strong and sustainable economic growth, full employment, and equity of income distribution.

Unit 4: Economic Management

We look at both macroeconomic demand management policies and supply policies.

Under demand policies we have an extensive look at government budgeting and how this influences demand.

Under supply policies we look at how the government influences supply through policies such as: The Labour Market reform, National Competition policy, Deregulation of markets and trade liberalisation.

Assessment

We use a variety of different assessment types to assess Units 1 -4. These might include: a folio of applied economic exercises, problem-solving tasks, a report of an investigation, case studies, a debate, an essay or a test.

Unit 3 SACs: 25%

Unit 4 SACs: 25%

Exam: 50%

Subject: Further Mathematics

Teacher: Joe Cheung

Description:

Units 3 & 4

In Victoria this is the title for the mathematics which is relatively easier than Maths Methods and Specialist Maths. It is further than the easier version of Year 11 or Year 10 Mathematics. This is not a marked-up subject. Anyone who works hard and wants to do mathematics in Year 12 but cannot manage the analytic algebra, trigonometry and probability of regular mathematics can take up this. But it doesn't mean you can bludge in this subject, still you need to put in a certain effort to do well.

Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the 'Applications' area of study. Unit 3 comprises the 'Data analysis' Area of Study which incorporates a statistical application task, and one of the selected modules from the 'Applications' Area of Study. Unit 4 comprises the two other selected modules from the 'Applications' Area of Study.

Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics:
Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from

Assessment

Unit 3 & 4 School-assessed coursework: 33%

Unit 3 and 4 examination I: 33%

Unit 3 and 4 examination II: 34%

NB – To be advised in 2019

TI Inspire Graphic Calculator or Mathematics Software Package is required

Subject: Mathematical Methods

Teacher: Bob Morgan

Description:

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.

Mathematical Methods

Regular mathematics: In Victoria this is currently called *Mathematical Methods*. It leads to almost all university courses that require a Year 12 mathematics including university humanities courses! It is "a marked-up" subject but should only be attempted by students who have successfully completed Year 11 Maths Methods. It is not particularly difficult for a student who has done a reasonable job in Year 11 and who pays attention and does their homework on time.

Year 12 Maths Methods basically continues the development of calculus that was commenced in Year 11 and includes some probability. Calculus is imbued with a mystique but is nothing more than a system of calculating with speeds where the speed is constantly changing. [Purists may complain that I said 'speed' when I should have said 'velocity'.] Consequently calculus is valuable in a wide range of disciplines that have factors that change at varying speeds including economics, science, medicine etc.

Assessment

- Unit 3 School-assessed coursework: 20%
- Unit 4 School-assessed coursework: 14%
- Unit 3 and 4 examination: 22%
- Unit 3 and 4 examination: 44%

NB – To be advised in 2019

TI Inspire Graphic Calculator or Mathematics Software Package is required

Subject: Specialist Mathematics

Teacher: Athil Goonesekera

Description:

Unit 3 & 4

Extended Mathematics: In Victoria this is called Specialist Mathematics 3 & 4. It basically provides a range of extra mathematics that can't be squeezed into secondary mathematics anywhere else. It is useful for students who really want the power of mathematics or who really want a high ATAR score and can't do Latin, or who simply want to impress people with their brilliance. It is not really much harder than Math Methods. It teaches such things as the so-called 'imaginary' numbers which are intriguing

Assessment

Unit 3 School-assessed coursework: 14%

Unit 4 School-assessed coursework: 20%

Unit 3 and 4 examination: 22%

Unit 3 and 4 examination: 44%

NB – To be advised in 2019

TI Inspire Graphic Calculator or Mathematics Software Package is required

Sciences

Subject: Biology

Teachers: Kim Bruce

Description:

Biology is the study of life. This subject examines how organisms live and survive in their environment. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, cell and molecular biology including studies of genomics and proteomics (the study of proteins).

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Year 11

Unit 1: How do living things stay alive?

Ah, ah, ah, ah, stayin' alive, stayin' alive! This unit looks at some of the challenges to an organism in staying alive. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. We also explore how living things interact with their environment on a broader scale.

Unit 2: How is continuity of life maintained?

Let's talk about sex baby! In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. This includes various reproductive strategies and the role of stem cells in differentiation, growth, repair and replacement of cells in humans.

Students learn about genetics to explain inheritance of characteristics and consider ethical issues associated with genetic screening.

Year 12

Unit 3: How do cells maintain life?

This unit extends student knowledge of cell biology. They explore how substances enter and leave cells, how enzymes work, the response of receptors to signalling molecules and how the immune system reacts to provide immunity to a specific antigen.

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

Ch ch ch ch changes! In this unit students consider the continual change and challenges to which life on Earth has been subjected. Students look at the evidence for evolution and how DNA can be manipulated and the ethical considerations in doing so.

Assessment

Units 1 & 2

Procedures for assessment are decided by the school and relate to the outcomes outlined in the Biology Study Design. Assessment tasks include School-Assessed Coursework, tests and practical work.

Units 3 & 4

Assessment includes School-Assessed Coursework and an end of year exam. Contribution of these tasks to the final grade is as follows:

Unit 3 School-Assessed Coursework: 16 per cent

Unit 4 School-Assessed Coursework: 24 per cent

End-of-Year Examination: 60 per cent

Subject: Chemistry

Teacher: Joe Cheung

Scope of Study

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

An important feature of VCE Chemistry is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Structure

The study is made up of four units:

Unit 1: How can the diversity of materials be explained?

Unit 2: What makes water such a unique chemical?

Unit 3: How can chemical processes be designed to optimise efficiency?

Unit 4: How are organic compounds categorised, analysed and used?

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit, students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: How are organic compounds categorised, analysed and used?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit, students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Levels of Achievement

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

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Chemistry the student's level of achievement will be determined by School-assessed Coursework as specified in the VCE Chemistry study design and external assessment.

Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-Year examination: 60 per cent

Subject: Environmental Science (Only Unit 1 and 2 in 2019)

Teacher: Kim Bruce

Description:

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes. Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of environmental science leads students to appreciate the interconnectedness of the content areas both within environmental science, and across environmental science and the other sciences. Students recognise that diverse practical implementation approaches can result from varied value systems and beliefs.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Year 11

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Students learn about genetics to explain inheritance of characteristics and consider ethical issues associated with genetic screening.

Year 12

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study regarding the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: How can the impacts of human energy use be reduced? In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Assessment

Units 1 & 2

Procedures for assessment are decided by the school and relate to the outcomes outlined in the Environmental Science Study Design. Assessment tasks include School-Assessed Coursework, tests and practical work.

Units 3 & 4

Assessment includes School-Assessed Coursework and an end of year exam. Contribution of these tasks to the final grade is as follows:

Unit 3 School-Assessed Coursework: 20%

Unit 4 School-Assessed Coursework: 30%

End-of-Year Examination: 50%

Subject: Health and Human Development

Teacher: Kim Bruce & Andrew Lockrey

Description:

A range of elements relating to health and development across the lifespan is examined in this subject, including the influence of inheritance and environment, as well as physical, social, emotional, intellectual, economic and political factors. This study is based on the premise that health and development needs to be promoted at an individual level, and within group and community settings at national and international levels to truly maximise developmental potential. What does this mean in plain English? Read on...

Entry:

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

Year 11

Unit 1: The health and development of Australia's youth

Have you ever wondered...

- just what 'health' really means?
- how where you live can affect your health?
- why your parents always try to make you eat stuff like broccoli and Brussels sprouts?
- why some people start puberty before others?
- why 'adolescents' are now as old as 24?
- whether you really can influence your breast or penis size?
- why some teenagers experiment with alcohol and other drugs?
- what factors help keep young people healthy?
- what the government is doing to support young people's health?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 1 Health & Human Development could be for you.

Unit 2: Individual human development and health issues

Have you ever wondered...

- what unborn babies do with all their time?
- exactly what happens when a sperm meets an egg?
- why little kids have such big heads?
- why 'girl germs' and 'boy germs' are so important?
- why women's breasts begin to sag and men start to grow hair out of their ears as they grow older?
- what those 'pull your finger out' ads with Derryn Hinch were all about?
- why women are encouraged to feel themselves up when they're in the shower?
- why your grandmother refuses to move into the Old Folks' Home?
- what sorts of health issues are having an impact on Australia's health system?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 2 Health & Human Development could be for you.

Assessment:

Year 11 Health & Human Development is assessed through School-Assessed Coursework (SACs). Normally, there will be 3 SACs per unit. These may take the form of case studies, data analyses, visual/multimedia/oral presentations, blogs, tests, or written responses.

Year 12

Unit 3: Australia's Health

Have you ever wondered...

- how Australia managed to become the world's fattest nation?
- what the biggest health problems in Australia are?
- why it's better to be a girl than a boy?
- what the government is doing to help keep Australians healthy?
- where to get information on healthy eating?
- whether Popeye had the right idea, eating all that spinach?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 3 Health & Human Development could be for you.

Unit 4: Global Health and Human Development

Have you ever wondered...

- why Australia is considered to be 'the lucky country'?
- why the 'Make Poverty History' campaign is important for the health of people in developing countries?
- what freerice.com is all about?
- how the 'Western vices' of tobacco, alcohol and processed foods are affecting the health of developing nations?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 4 Health & Human Development could be for you.

Assessment:

Year 12 Health & Human Development is assessed through School Assessed Coursework (SACs) and external examination. Normally, there will be 3 SACs per unit, although these may not be equally weighted. These SACs may take the form of case studies, data analyses, visual/multimedia/oral presentations blogs, tests, or written responses. Percentage contributions to the study score in Health & Human Development are as follows:

- Unit 3 School-Assessed Coursework – 25%
- Unit 4 School-Assessed Coursework – 25%
- End-of-Year Examination – 50%

Subject: Physics

Teacher: Phil Bell

Description

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. VCE Physics is the most demanding of the science subjects and is valued by tertiary institutes especially those related to science, medicine, engineering etc. It is a 'marked-up' subject but is tough and should not be attempted by students unless they have a good understanding of mathematics.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, it is assumed that a student taking physics is also enrolled in Mathematical Methods concurrently.

Year 11

Unit 1

This unit focuses on the study of physics as a human endeavour in which observation and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena. The use of simple mathematical modelling, including calculations, to organise data and make predictions is introduced.

Unit 2

The students' understanding of physics is further developed through the application of models to more complex phenomena. Understanding of electricity and electronics is broadened and deepened and Newtonian ideas of motion are studied.

Year 12

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. A bit of electronics will be covered too.

Unit 4

In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation of electricity. The detailed studies provide examples of innovative technologies used for research and communication. The most interesting part would be studying Quantum Physics.

Assessment

Units 1 & 2: school-designed assessments

Unit 3: School-assessed coursework: 20%

Unit 4: School-assessed coursework: 20%

Examination: 60%

Subject: Psychology

Teacher: Andrew Lockrey & Kim Bruce

Description:

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological, and social perspectives, and the systematic application of this knowledge to personal and social circumstances in everyday life. What does this mean in plain English? Read on...

Entry:

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

Structure:

The study is made up of four units.

Year 11

Unit 1 – How are behaviour and mental processes shaped?

Have you ever wondered...

- if you can tell what kind of person someone is from the bumps on their skull?
- how our brains know what's going on with our bodies?
- what would happen if someone were born with only half a brain?
- why kids cry when their mum or dad leaves the room?
- why young children will choose the taller glass of cordial, rather than the shorter glass?
- what 'normal' behaviour is?
- what actually causes schizophrenia?
- how to go about conducting your own research?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 1 Psychology could be for you.

Unit 2 – How do external factors influence behaviour and mental processes?

Have you ever wondered...

- how we see?
- what the number 3 smells like?
- how we can reduce prejudice in our society?
- how German soldiers in WWII could have killed innocent people, even though they knew it was wrong?
- if you saw a person in trouble, whether you would try to save their life?
- what causes people to engage in bullying behaviour?
- what it would be like to experiment on people?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 2 Psychology could be for you.

Assessment:

Year 11 Psychology is assessed through School-Assessed Coursework (SACs). Normally, there will be at least 2 SACs per unit. These may take the form of reports of practical activities, research investigations, logbooks of practical activities, analyses of data, media responses, problem solving, tests, reflective learning journals, or reports of an investigation.

Year 12

Unit 3 – How does experience affect behaviour and mental processes?

Have you ever wondered...

- why your dog starts to drool when it hears you tap the spoon on the bowl?
- whether violent cartoons, movies, and games really promote violent behaviour in children?
- how you can improve your memory?
- why phone numbers have 8 digits?
- whether it's a good idea for courts to rely on eyewitness testimony?
- how to cope with stress?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 3 Psychology could be for you.

Unit 4 – How is wellbeing developed and maintained?

Have you ever wondered...

- what being drunk and meditating have in common?
- why we have REM sleep?
- what the difference between mental health and mental illness is?
- why a psychologist might take someone who is afraid of heights to the top of the Eureka Tower?
- how to change behaviour?
- how to go about conducting your own research?

The answers to some of these questions might surprise you!

If you are interested in researching/discussing/experiencing the answers to these questions, then Unit 4 Psychology could be for you.

Assessment:

Year 12 Psychology is assessed through School-Assessed Coursework (SACs) and external examination. There are usually 3 SACs per unit. These may take the form of research investigations, annotated folios of practical activities, media responses, tests, reflective learning journals/blogs, data analyses, or evaluations of research. Percentage contributions to the study score in Psychology are as follows:

- Unit 3 School-Assessed Coursework – 16%
- Unit 4 School-Assessed Coursework – 24%
- End-of-Year Examination – 60%

Subject: Physical Education

Teacher: Andrew Lockrey

Description:

Ever wondered why some people exercise and others don't? Did you know that a big and strong shot putter is just as fit as a lean marathon runner? In Physical Education we look at why people are physically active, what goes on inside your body when you exercise, why some people are better at some sports than others and how you can become fitter. We look at skill development and how we learn new skills. We will have a mixture of theoretical and practical lessons to examine these things.

Year 11

Unit 1: Bodies in Motion

Have you ever wondered how some people have so much energy to be able to finish races? Ever wondered why sports equipment costs so much?

This unit is all about your body! We look at how our body gets energy to move, our muscles and their movements, our skeleton and our heart and lungs. We look at biomechanics and how the study of it helps sports.

Unit 2: Sports Coaching and Physically Active Lifestyles

Have you ever tried to coach someone? Do you enjoy being active but your friends don't?

This unit looks at sports coaching, and the skills involved. We also look at some health benefits of being active, and look at how to get people to be more active. You have a chance to develop a program aimed at getting people active and overcoming barriers to being active.

Year 12

Unit 3: Physical Activity Participation and Physiological Performance

Ever wondered why your friend hates exercise, but you love it?

Remember those “Life Be in It” ads? This unit looks at the promotion of physical activity, as well as how we monitor people’s exercise. We have a look at some ideas why some people exercise and others don’t! Then we have a closer look at what happens physiologically when we are active, our energy systems, how we recover and become fatigued.

Unit 4: Enhancing Performance

Have you ever wondered about how you might become stronger, or fitter? Have you ever wondered how to recover more quickly from exercise?

The focus of this unit is on improving our performance, so we look at training, and all the different ways we can train. You will be able to write yourself a full exercise program by the end of this unit!

Secondly, we look at other strategies, such as psychological, nutritional, sports injuries and also what happens to your body as a result of training and how to help your body recover more quickly!

Assessment:

Year 12 PE is assessed through School-Assessed Coursework (SACs) and external examinations. There are four SACs per Unit, which are a mixture of tests, reports, media analysis, case study analysis, data analysis or a Lab report. These make up 50% of your mark, and the end-of-year examination is worth 50%.

Technology

Subject: Information Technology: Software Development

Teacher: Phil Bell

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Unit 1

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

In Areas of Study 1 and 3, 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. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied.

In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. When creating solutions, students need an understanding of problem-solving methodologies. In this unit the emphasis is on the problem-solving stages of design and development.

In Area of Study 3, students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context. Working in teams, which can be virtual, students use web authoring software to create a website that presents an overview of an issue associated with one context. With evidence acquired from both primary and secondary sources, students present on their website the viewpoints of different stakeholders, the team's opinion regarding the issue and their strategies for encouraging individuals to influence how ICT is applied in particular situations.

Students use visualising thinking tools and techniques to assist in formulating team opinions. They use spreadsheet software to manipulate acquired primary data and generate graphical representations to include on their website using the skills acquired in Area of Study 1. Students can supplement these graphical representations with related sound and images, such as recorded and video interviews.

Project plans are developed using ICT to record tasks to be completed and team member responsibilities. During the development of the website, progress is monitored and recorded. Students do not have to use dedicated project management software. Students apply the design and development stages of problem-solving methodologies when creating a website.

Unit 2

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. In this unit, students apply all stages of problem-solving methodologies when creating solutions. In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an

important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Unit 2: Area of Study 1 – Data Analysis and Visualisation

In this Area of Study, students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form. Effective visual forms reduce the effort required by readers to interpret information and are clear, usable, relevant and attractive. Appropriate visual forms include graphs, charts, spatial relationships, maps, histograms and network diagrams (nodes and edges). Sources of large data repositories include the Bureau of Meteorology, World Development Indicators, Australian Bureau of Statistics, United Nations, CSIRO, OECD. Interactivity and the inclusion of dynamic data are key features of some visualisations. When developing these visualisations, students use one or more of the following tools: a programming language, database software, spreadsheet software, data visualisation software.

Unit 2: Area of Study 2 – Programming and Pathways

In this Area of Study, students develop knowledge and skills in using programming or scripting language software. Flexibility exists regarding the language studied, as there is no approved programming list for this Area of Study. If a programming language is selected in Area of Study 1, it can be used in this area of study. Students develop knowledge and skills in describing data types and data structures, and applying data representation methods. They develop knowledge and skills about methods and techniques for completing a series of small discrete tasks that use features of a programming or scripting language. Students are not required to create complete solutions to information problems; rather they focus on applying knowledge and skills related to activities within the design and development stages of the problem-solving methodology. Students keep an electronic record of the new knowledge and skills applied in each task, and reflect on their learning progress by evaluating the extent to which the knowledge and skills are applied. An understanding of the technical knowledge and skills associated with using programming or scripting languages is further developed through examining ICT career pathways, which focus on:

1. entry requirements to specific ICT jobs, and
2. the main roles and tasks involved in ICT jobs.

Units 3 and 4

VCE Software Development

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. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

Unit 3: Area of Study 1 – Analysing Information Problems

In this Area of Study, students develop knowledge and skills related to the problem-solving stage of analysis. Typically, as a precursor to the analysis stage, project plans are created and students examine the key tasks associated with project planning (students are not required to use project management software). When analysing, students determine the requirements, the constraints and the scope of the solutions. The networked environment and security are key considerations when determining the requirements of solutions. As a means of understanding

the networked environment, students examine the Open Systems Interconnections (OSI) model, with an emphasis on Layer 1. Students document the findings of the analysis in the form of software requirements specifications (SRS).

Unit 3: Area of Study 2 – Design and Development

In this Area of Study, students develop knowledge and skills related to the design and development stages of the problem-solving methodology. When designing, students develop knowledge and skills in describing data types and data structures. They express software designs using data dictionaries and data structure diagrams, object descriptions and pseudocode. In addition, students propose criteria to evaluate the efficiency and effectiveness of the solutions they develop, based on their designs.

The development stage involves transforming design specifications into solutions by undertaking the problem-solving activities of coding, testing and documenting. Students develop knowledge and skills in the use of an approved programming language, which is used to develop prototype solutions to small information problems. The solutions can focus on limited features of the programming language. The focus of a prototype solution allows testing the logic of processes in readiness for a larger software project. Students do not have to design and develop a complete software solution, as the focus in this area of study is on program logic. There is no emphasis on user interface design or validation in this Area of Study.

Testing techniques are applied to ensure solutions operate as intended and students develop knowledge and skills in writing internal documentation into their code.

Students develop solutions in response to given software requirements specifications and do not have to undertake the analysis stage.

Unit 4: Area of Study 1 – Purpose-designed Solutions

In this Area of Study, students apply a range of tools and techniques to produce purpose-designed solutions suitable for use on mobile computing devices. Suitable mobile devices include personal digital assistants (PDAs), mobile phones, laptops and gaming consoles. Students do not need to be able to physically implement the solution on a mobile device; however, they must be able to test the functions of the software in a convenient environment in order to demonstrate that the solution requirements have been met.

Within this area of study students solve problems by applying the design and development stages of the problem-solving methodology; with greater emphasis given to development. Students expand their range of programming skills and develop knowledge and skills related to file management in order to improve processing efficiency.

As part of this stage, students develop knowledge and skills in preparing user documentation using appropriate software, and consider strategies for preventing security violations of stored and communicated information. Students examine their legal obligations as programmers. Students continue to use the programming language studied in Unit 3

Unit 4: Area of Study 2 – Evaluating Purpose-designed Solutions

In this Area of Study, students focus on the final stage of the problem-solving methodology, evaluation, which entails formulating strategies for measuring both the quality of solutions and the networked environments within which they operate. Evaluation of solutions typically takes place after the solutions have been operating for a short time. This

evaluation involves applying criteria to measure the efficiency and effectiveness of solutions, and determining the techniques for acquiring the evaluation data. Evaluation of networked environments involves selecting criteria and techniques for measuring levels of security and user acceptance, the suitability of training and system support documentation for users, the impact of conflicts between stakeholders and the suitability of actions for resolving ethical dilemmas.

Other

Subject: Extended Investigation

Teacher: Scott Pearce

The VCE Extended Investigation contains Units 3-4 only.

The study design says, "The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program."

So it is just like a thesis. You can choose your own area of study, formulate a research question and find a way to answer that question. Sounds easy eh? It will be very difficult and only the motivated and determined students need apply.

Assessment

Design and justify a research question

Write a research plan

Present an oral report

Complete a written report (4000 words)

Explain the investigation and defend the research findings to a panel (that means people outside the school)

For those interested it will give you a taste of post-graduate studies.

Join me and together we can learn stuff!

Appendices

	English group Units 1 & 2 satisfactorily completed	English group Units 3 & 4 satisfactorily completed	English requirement met?	Note
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1	English Units 1 & 2	English Units 3 & 4	Yes	
2	English Units 1 & 2	Literature Units 3 & 4	Yes	
3	English Units 1 & 2	Literature Unit 3	Yes	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 & 2	Literature Units 3 & 4	Yes	
5	English Language Units 1 & 2	English Language Units 3 & 4	Yes	
6	English Units 1 & 2	English Language Units 3 & 4	Yes	
7	English Units 1 & 2	English Units 3 & 4; English Language Units 3 & 4	Yes	The study score for both Units 3 & 4 sequences can be included in the primary four for the ATAR.*
8	Foundation English Units 1 & 2	ESL Unit 3	Yes	Because there is no S for ESL Unit 4, there will be no study score and no ATAR.*
9		English Units 3 & 4; English Language Units 3 & 4	Yes	The study score for both Units 3 & 4 sequences can be included in the primary four for the ATAR.*
10		English Units 3 & 4; Literature Units 3 & 4	Yes	The study score for both Units 3 & 4 sequences can be included in the primary four for the ATAR.*
11	Literature Units 1 & 2; English Units 1 & 2		No	Only two of these units count towards the English requirement. You need at least one S from a Units 3 & 4 English study.

12		English Units 3 & 4; English Language Units 3 & 4; Literature Units 3 & 4	Yes	Only two study scores from Units 3 & 4 sequences can be included in the primary four for ATAR.* The third study score can contribute as an increment.
13	English Units 1 & 2	English Unit 3; English Language Units 3 & 4	Yes	
14	English Unit 1; Literature Unit 2	English Unit 3	Yes	Because there is no S for English Unit 4, there will be no study score and no ATAR.*

*VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.

Appendix 2: The VCAA's rules

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

2. A student must acknowledge all resources used, including:

- text, websites and source material
- the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- the use of, or copying of, another person's work or other resources without acknowledgment
- corrections or improvements made or dictated by another person.

4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

5. A student who knowingly assists other students in a breach of rules.

A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

From: Section 5.11, p.64 of The VCE and VCAL Administrative Handbook 2012.

Use of computers

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system available in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with computer.

From: Section 7.1.6, p.81 of The VCE and VCAL Administrative Handbook 2012.