

ALIA COLLEGE

VCE

STUDENT

HANDBOOK

2021

VCE Information Night:  
Wednesday, 5 August 2020  
6:00pm

Subject Selections Due:  
Midnight on Monday, 24 August 2020

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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?

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## 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.”

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

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

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.

## 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 must 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:

- you have not officially withdrawn from a subject but are no longer attending class, or
  - 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 or Penny) 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 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 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](http://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 Test (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 2021. Not all 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 subject and staff availability.

<p><u>ARTS</u></p> <p>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)</p>	<p><u>LANGUAGES</u></p> <p>French (Units 1-4)            Japanese (Units 1-4)            Latin (Units 1-4)</p>
<p><u>ENGLISH</u></p> <p>Bridging EAL (Units 1 &amp; 2)            English (Units 1-4)            English/EAL (units 1-4)            English Language (Units 1-4)            Literature (Units 1-4)</p>	<p><u>MATHEMATICS</u></p> <p>Further Mathematics (Units 3 &amp; 4)            Mathematical Methods (CAS) (Units 1-4)            Specialist Mathematics (Units 3 &amp; 4)</p>
<p><u>SCIENCES</u></p> <p>Biology (Units 1-4)            Chemistry (Units 1-4)            Environmental Science (Units 1 &amp; 2)            Health and Human Development (Units 1-4)            Physical Education (Units 1-4)            Physics (Units 1-4)            Psychology (Units1-4)</p>	<p><u>OTHER</u></p> <p>Extended Investigation (Units 3 &amp; 4)</p>
<p><u>SCIENCE</u></p> <p>Biology (Units 1-4)            Chemistry (Units 1-4)            Environmental Science (Units 1 &amp; 2)            Health and Human Development (Units 1-4)            Physical Education (Units 1-4)            Physics (Units 1-4)            Psychology (Units1-4)</p>	<p><u>HUMANITIES</u></p> <p>Ancient History (Units 1-4)            Business Management (Units 1-4)            Classical Studies (Units 1-4)            Legal Studies (Units 1-2)            Global Politics (Units 1-4)            Philosophy (Units 1-4)            Sociology (Units 1-4)</p>

### 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. Consider 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 enough 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 work sets 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

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# ARTS

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## Art

### Teachers

Sheena Hanrahan and 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 1 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

- 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.

# 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 (e.g. 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%

# Media Studies

## Teacher

Paul Mangan

VCE Media provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms such as film, photography, radio and 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 practical or media production or theory studies 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 represents itself in a range of media products and forms, and from different periods of time, locations and contexts, as well as how they 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.

## Assessments

- |   |     |  |
|---|-----|--|
| - SAC 1; Narrative and Ideology:          | 10% |  |
| - SAC 2; Agency and control in the media: | 10% |  |
| - SAT; Media Production:                  | 40% | (Inc: Unit 1 Outcome 2,3 and Unit 4 Outcome 1) |
| - End of Year Exam:                       | 40% |  |

# Music

## Teacher

Kera Jeffery

## Description

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills as a listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform. Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas.

## Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in many forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

## Areas of Study

The major areas of study in VCE Music Performance are:

Performing solo and group pieces; performing and discussing technical exercises; music theory, ear training, analysing recorded music; composing and improvising.

Students are required to focus on an instrument - including voice. This can vary between units in Year 11 but needs to be a single instrument for the duration of Year 12. Students are advised to focus on a single instrument for the entirety of VCE Music. This is to ensure they reach the necessary technical standard prior to their final performance exam.

## Year 11 Music Performance

### Unit 1

There are three main areas of study in Unit 1

- Performance of at least three pieces  
Performance of technical exercises (Including a presentation or written response)
- Study of music theory, ear training, and the analysis of recorded music

### Unit 2

Unit 2 is similar to Unit 1 with the addition of a creative project

- Performance of at least three pieces
- Performance of technical exercises (Including a presentation or written response)
- Study of music theory, ear training, and the analysis of recorded music
- Composition or improvisation

## Year 12 Music Performance

Year 12 Music Performance follows the format established in Year 11 but has a combination of school-assessed coursework and external examinations.

### Unit 3

- School-assessed coursework: 20%

### Unit 4

- School-assessed coursework: 10%
- End-of-year performance examination: 50%
- End-of-year aural and written examination: 20%

Students specialise in a single instrument and choose pieces from prescribed lists. The requirements and number of pieces students need to perform are different for each instrument, but it is generally in the 4-7 range.

The instruments students can choose are: bagpipes, bassoon, clarinet - B flat soprano, clarinet - bass, contemporary double bass, contemporary piano, cornet in B flat - flugelhorn, cornet in E flat and horn in E flat, double bass, drum kit, electric bass, euphonium, flute, guitar - classical, guitar - contemporary, harp, harpsichord, horn, oboe, percussion, piano - classical, pipe organ, recorder, saxophone - alto, saxophone - baritone, saxophone - tenor, trombone, trumpet, tuba, viola, violin, cello, voice - classical, voice - contemporary.

## Assessment

### Unit 3

There are three main areas of study in Unit 3

- Performance
  - Learning and practicing pieces for the end-of-year performance exam
- Preparing for Performance
  - School-assessed coursework: 10%
  - Performance of technical exercises
- Music Language
  - School-assessed coursework: 10%
  - Test including music theory, ear training, analysis of recorded music, practical elements

### Unit 4

There are three main areas of study in Unit 4

- Performance
  - Learning and practicing pieces for the end-of-year performance examination
- Preparing for Performance
  - School-assessed coursework: 10%
- Performance of technical exercises
  - Music Language
  - Preparing for the end-of-year written examination

## End-of-year Examinations

Performance examination: 50%

On a student's selected instrument  
Pieces are chosen from prescribed lists

Written and aural examination: 20%

Focuses on music theory, ear training, and the analysis of recorded music

# Studio Arts

## Teachers

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 artform/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

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 School-assessed Coursework: 10% (SAC'S - 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 Exam: 30%

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

# 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 to 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 Unit 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

Percentage contributions to the study score in Theatre Studies 3 & 4 are as follows:

Unit 3 school-assessed coursework:	30%
Unit 4 school-assessed coursework:	15%
End-of-year performance examination:	25%
End-of-year written examination:	30%

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

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## Bridging English as an Additional Language (BEAL)

### 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. Some students can undertake this study at a Year 10 level. EAL students will develop their English language skills through the VCE Bridging English as an Additional Language (EAL) Study Design. The EAL program is counted as equivalent to two electives. The satisfactory completion of the course will also credit students with two VCE units. The course focuses on the development of knowledge and skills in speaking, listening, reading, viewing, writing and thinking. Students strengthen and extend their understanding and use of more formal, academic language.

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 Unit 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



# English

## Teacher

Scott Pearce & Hagan Mathews

### 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 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.

# English/EAL (English as an Additional Language)

## Teacher

Amanda Francis

## Prerequisites

This course should only be undertaken by those students who meet the VCAA requirements for entry to VCE English as an Additional Language.

A student is eligible for EAL if at the time of commencing Unit 1 - 2 study in 2021:

- The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years (i.e. they have arrived after 1 January 2015). The period of seven years is to be calculated cumulatively over the student's whole life.
- English has been the student's major language of instruction for a total period of not more than seven years over the period of his/her education.

## Course Description

In Units 1 and 2, students read a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students develop competence and confidence in creating written, oral and multimodal texts.

Across the Unit 1 and 2 sequence, EAL students must read and study at least three set texts. For the achievement of Outcome 1 in each unit, EAL students must read and study at least one set text.

For the achievement Unit 1 Area of Study 1, students must read at least one set text.

For the achievement of Unit 2, Area of Study 1, students should study two texts selected by the school.

In either Unit 1 or 2, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

## Areas of Study

### Unit 1

In Unit 1 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

#### Reading and Creating Texts

In this area of study, students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

#### Analysing and Presenting Argument

In this area of study, students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual and combinations of these, and how language is used to position the reader. In considering the presentation of arguments in oral form, students also learn the conventions of oral communication for persuasive purposes. Students consider the impact of tone, diction and audience engagement in the presentation of a viewpoint.

### Unit 2

In unit 2, students compare the presentation of ideas issue and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

#### Reading and Comparing Texts

In this area of study, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through

discussion, developing their ideas and thinking in relation to the texts studied.

### Analysing and Presenting Argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view, and the impact of the language used. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas and select evidence and language to support their arguments. At least one text studied in Outcome 2 should be in spoken form to allow for the assessment of listening.

### **Final Assessment**

End of Semester Examination

## **Unit 3 and 4**

### **Prerequisites**

A study of a unit from the VCE English Group at Unit 1 or 2.

Students must complete Unit 3 prior to undertaking Unit 4.

This course should only be undertaken by those students who meet the VCAA requirements for entry to VCE English as an Additional Language.

### **Course Description**

In Units 3 and 4, students read a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. EAL students must study at least three set texts. At least one of these must be in the form of a novel, play, collection of short stories or collection of poetry. Students also develop competence and confidence in creating written, oral and multimodal texts. They read and respond to texts analytically and creatively as well as analysing arguments, and the use of persuasive language in texts. Students also compare the presentation of ideas, issues and themes in texts and present a persuasive oral in response to a current media issue.

### **Areas of Study**

#### Analysing Argument

- Interpreting media texts in print, non-print and multimodal form.
- Understanding the relationship between language and argument.
- Developing critical analysis skills in speech and writing.

#### Presenting Argument

- Developing a persuasive oral text for a specific purpose and audience.
- Thinking creatively and logically about a socially important issue.
- Understanding the relationship between language and argument.

#### Listening to Texts

- Developing and refining listening skills.
- Understanding ideas, information and opinions expressed in speech.

#### Reading and Comparing Texts

- Exploring the meaningful connections between two texts, identifying similarities and differences between them.
- Identifying, discussing and analysing the features of texts.
- Exploring how ideas and values are presented in texts.
- Developing written comparisons in response to texts.

#### Reading and Creating Texts

- Identifying, discussing and analysing the features of texts.
- Exploring how ideas and values are presented in texts.
- Developing both analytical and creative responses to texts.

In addition to school-assessed coursework, EAL coursework must be completed to satisfactorily achieve the outcomes in each unit. This coursework includes reading and annotating set texts, writing reflections, and completing practice writing tasks.

# English Language

## Teacher

Amanda Francis

### Subject overview

Language encodes and reflects social and cultural understandings, and shapes our identity, our interactions, and our society. English Language is an exciting, rigorous and challenging course of study well suited to students who are curious about the way in which their world works. It covers a broad spectrum of study areas and is a mix of linguistics, sociology, psychology and history, to name but a few!

This study of the English Language is largely based on the field of Linguistics. In EL you will explore language as a complex system which evolves based on how we humans use it in different social contexts. We combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It teaches you how to be more competent writers and speakers.

You will consider the ways that context shapes language choice, and in turn, how this contributes to the evolution of language. In these units you will not be involved in the close reading of imaginative texts such as novels, but you will undertake close readings of a variety of non-fiction texts to determine the way in which the subsystems of language contribute to meaning and you will use these to analyse a range of spoken and written texts. In this study you will examine how the rules of language apply to the creation of new words, and how the meaning and usage of language changes over time.

### Unit 1

#### The nature and function of language

In this unit you will consider the complex and changing system of language. You will explore how meaning is conveyed through spoken and written modes and consider how language changes depending on context. You will study the subsystems of language and explore what makes human communication unique, as well as how it reflects (and shapes) our social interactions

#### Child language acquisition

In this unit you will explore the ways that children acquire language. You will study how children learn to use words, the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.

### Unit 2

#### English across time

Languages are dynamic and language change is an inevitable and a continuous process. In this area of study, you will examine the changes that have occurred in English over time. You will examine the origins of the English language and explore factors shaping its development and possible futures. You will also consider different attitudes to language change and the idea of 'correct English.'

#### Englishes in contact

The global spread of English has led to a diversification of the language. English is now being used by more people as an additional or a foreign language than as a first language! Contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of indigenous languages. In this unit you will consider the cultural repercussions of the spread of English, as well as the evolution of 'different Englishes' like Singlish. You'll also explore pidgins and creoles and the idea of English as a global tool of communication.

### Unit 3 - Language variation and social purpose

#### Informal language

Informal language is the language of the private sphere: of family, friendship groups, colleagues who work closely together. This unit offers a close examination of the way in which speakers and writers choose to vary the style of their language to suit a particular social purpose. We explore the features that distinguish informal language from more formal language using linguistic concepts and metalanguage, consider Standard and non-Standard language forms, differences in the nature and functions of formal and informal texts and the critical relationship between

function, social purpose and language choices. Transcripts of conversations, radio and television programs and interviews provide fascinating material for analysis.

### Formal language

Speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language with consideration to the need for increased social distance. Formal language is the language of the public domain and is used to celebrate, commemorate as well as obfuscate. We explore the features that distinguish formal language using linguistic concepts and metalanguage, looking for the organisational and stylistic features of texts drawn from bureaucratic documents, public communications, literature as well as formal speeches.

## **Unit 4 - language variation and identity**

### Language variation in Australian society

How does language contribute to the construction of a shared national identity? What distinguishes Australian English from other Englishes? We explore how the Broad, General and Cultivated Australian accents reflect the society from which they emerge as well as the attitudes towards them and changing ideas of prestige. A key understanding is that Australia is not linguistically uniform.

### Individual and group identities

What is the role of language in reflecting and constructing individual and group identities? Language users are able to play different roles within different speech communities through (often unconscious) language variation determined by age, by gender, occupation, education etc. Social identities are drawn from membership of particular groups and we explore how, as individuals, we make language choices that draw on our understanding of social expectations and community attitudes. A key understanding is how societal attitudes, personal associations and individual prejudices can lead to social disadvantage and discrimination against use of non-Standard English dialects and accents.

### **Assessment Tasks**

- Short Answer Response
- Analytical Commentary
- English Language Essay

### **Do this subject if:**

- You're interested in the English language
- You'd like to explore the relationships between language and power
- You're interested in the way technology is shifting language use
- You are curious about the way language establishes and declares identity: yours and everyone else's
- You have strong feelings about grammar
- You have zero feelings about grammar because you were never taught it and you'd like to learn
- You'd like to better understand why our politicians and leaders use particular kinds of words
- You enjoy real-world discussions rather than ones about fictional texts
- You're interested in the relationship between language and our thoughts
- You want to try something different to mainstream English while challenging yourself

# 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. Every step you take is forever. You can't make it go away. None of it. You understand what I'm sayin?"*



# HUMANITIES

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## Ancient History

### Teacher

Penny Bates

### Description

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia.

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

### Unit 1: Ancient Mesopotamia

#### Area of study 1: Discovering civilisation

- *What is civilisation?*
- *How did the first cities develop?*
- *How do we know about them?*

This area of study begins with the invention of agriculture and the subsequent emergence of early cities (approximately 3500 BC). It includes the Early Dynastic Period (2900 BC) and concludes at the end of the Ur III Period (2004 BC).

#### Area of study 2: Ancient empires

- *What continuity and change is evident between the First Babylonian Dynasty and the Akkadian Empire?*
- *What do the Laws of Hammurabi reveal about the way in which Babylonian society was organised?*
- *How do the Laws of Hammurabi compare to the tablets from the library of Assurbanipal in Nineveh?*

This area of study begins at the start of the First Babylonian Dynasty (1900 BC) and concludes with the fall of Nineveh at the end of Neo-Assyrian Period (612 BC).

### Unit 2: Early China

#### Area of study 1: Ancient China

- *How did civilisation begin in China?*
- *What was the relationship between the state and religious belief?*
- *How did different schools of thought understand people and society?*

This area of study begins with the appearance of early settlements in China. It explores Erlitou culture (1900 BC) and concludes with establishment of empire by the Qin in 221 BC.

#### Area of study 2: The early empires

- *Why was there an impetus towards empire in China?*

- Why was the Qin Empire so short-lived?
- How did the Han Empire differ from the Qin?

This area of study begins with the establishment of the Qin Empire (221 BC) and concludes at the end of the Eastern Han Empire (AD 220).

### Unit 3: Ancient Egypt

#### Area of study 1: Living in an ancient society

- What was it like to live in ancient Egypt?
- What were the social, political and economic features of life?
- Why were these features significant?

Students examine the social, political and economic features of life during the New Kingdom, the Third Intermediate Period and the Late Period. They also investigate the social, political and economic features of Egypt in the period 1550–332 BC. They examine causes and consequences of fragmentation of the state and war between Egypt and external powers. Students engage in an investigation of the archaeological site of the Karnak temple complex.

#### Area of study 2: People in power, societies in crisis

- How did crises change ancient societies?
- How did key individuals contribute to such events?
- How might we judge the historical significance of these crises and the individuals who took part in them?

Students explore the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten ('Spirit of Aten') favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun.

### Unit 4: Ancient Greece

#### Area of study 1: Living in an ancient society

- What was it like to live in ancient Greece?
- What were the social, political and economic features of life?
- Why were these features significant?

Students examine the social, political and economic features of life during the Archaic Period. They also investigate social, political and economic features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia. Students engage in an investigation of the archaeological site of the Panathenaic Way.

#### Area of study 2: People in power, societies in crisis

- How did crises change ancient societies?
- How did key individuals contribute to such events?
- How might we judge the historical significance of these crises and the individuals who took part in them?

Study of the Peloponnesian War (431– 404 BC) reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Analysis of the involvement of the key individuals Pericles, Alcibiades and Lysander reveal the different aims, motives and perspectives at work at various stages of the conflict.

#### **Assessment:**

School-assessed Coursework for Unit 3:	25%
School-assessed Coursework for Unit 4:	25%
End-of-year examination:	50%

# Business Management

## Teacher

Amanda Francis

### Unit 1-4

Studying VCE Business Management isn't just for those who want to [run their own company](#) one day; it's the perfect stepping stone for a career in just about any sector or industry. Studying Business Management gives you a broad understanding of how businesses work, plus you gain insights into communication, finance, strategy, customers and markets. Having the skills and knowledge to contribute effectively to any organisation is a huge plus.

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field, such as small-business owner, project manager, human-resources manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

### Aims

This study enables students to:

- Understand and apply business concepts, principles and terminology
- Understand the complex and changing environments within which businesses operate
- Understand the relationships that exist between a business and its stakeholders
- Recognise the contribution and significance of business within local, national and global markets
- Analyse and evaluate the effectiveness of management strategies in different contexts
- Propose strategies to solve business problems and take advantage of business opportunities

### Structure

The study is made up of four units.

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

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

### Unit 1

Planning a business: Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality is the cornerstone of economic and social development. In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Unit 2

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

### Unit 3

Managing a business: In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses, and through the use of contemporary business case studies from the past four years, have the opportunity to compare theoretical perspectives with current practice.

### Unit 4

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

### 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. Assessment of levels of achievement for these units will not be reported to the VCAA. VCAA state that Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and an end of year exam.

# 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 sociohistorical 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 sociohistorical 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%

# Geography

## Teacher

Penny Bates

### 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?

Units 1, 2 and 3 include fieldwork. Assessment involves fieldwork and could include data collection, processing and analysis; multimedia presentations; short answer questions; research reports and tests.

### Unit 1: Hazards and Disasters

#### Area of study 1: Characteristics of hazards

Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales.

#### Area of study 2: Responses to hazards and disasters

Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

### Unit 2: Tourism

#### Area of study 1: Characteristics of tourism

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world.

#### Area of study 2: Impact of tourism

Students explore the environmental, economic and socio-cultural impacts of different types of tourism and evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

### Unit 3: Changing the land

#### Area of study 1: Land use change

Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

#### Area of study 2: Land cover change

Students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets.

### Unit 4: Human population – trends and issues

#### Area of study 1: Population dynamics

Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements.

Area of study 2: Population issues and challenges

Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

**Assessment**

Unit 3 SACs:	25%
Unit 4 SACs:	25%
Exam:	50%



# Global Politics

Teacher

Chloé Nichols

Have you ever questioned how Trump went from being a reality star to president of the most powerful state in the world? Ever pondered how China transformed itself from a developing country to an economic powerhouse in just 70 years? Ever wondered where you sit on the political spectrum? Want to know how political propaganda is spread through Russian bots and the purchase of your social media data? Are you concerned by how the world's leaders are managing issues such as climate change, conflict, poverty, refugees, terrorism and Covid-19? Well, this subject is for you!!

## YEAR 11

### Unit 1: Ideas, actors and Power

#### Area of Study 1: Power and Ideas

What is politics and power? How is power distributed in the Australian political system and non-democratic systems? This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy. Students explore the characteristics of the Australian political system and investigate a case study of a non-democratic system to compare the ways that political systems operate.

#### Area of Study 2: Political Actors and Power

How influential are political parties, interest groups and the media in shaping the Australian political agenda? Students explore the roles and functions of key political actors in the Australian system. Political parties formulate and advance ideas which are contested in elections. If successful, a party can form government and shape the political agenda. Interest groups seek to influence the government of the day about particular issues. The media also plays a significant role in reporting and interpreting Australian politics. This area of study explores the ways social media and the 24-hour news cycle influence political debate and elections.

### Unit 2: Global Connections

#### Area of Study 1: Global Links

How have peoples' lives been affected by globalisation?

Students investigate the political, economic and social impacts of globalisation. Political links are illustrated by the prominence of global political movements such as Black Lives Matter. Economic links have increased our dependence on countries like China and facilitated the growing power of transnational corporations (TNCs). Social links have been transformed by social media and the increased accessibility of air travel. Students examine the impact of these global links on the state, human rights, culture and the environment. Students explore and apply two key theories. Realism involves global actors prioritising their specific interests and needs over those of the global community. Cosmopolitanism reflects a desire among global actors to cooperate to reach common goals and outcomes to meet challenges that are presented to the global community.

#### Area of Study 2: Global Cooperation and Conflict

How effective is the global community in managing cooperation and conflict?

Students investigate and reflect on the concept of an 'international community'. Students investigate at least two examples of contemporary global cooperation and at least two examples of contemporary global conflict. Case studies may include: responses to the environment- climate change, health – the role of the World Health Organization, in response to pandemics such as Covid-19; refugees and asylum seekers and approaches to managing people movement; disarmament; human rights, as well as in-depth study of contemporary global conflict and instability such as the wars, terrorism, border disputes and organised crime.

### Unit 3: Global Actors

#### Area of Study 1: Global Actors

Who are the key actors in contemporary global politics? What challenges do these global actors face?

Students examine the key actors in contemporary global politics. The state has traditionally been seen as the central actor within global politics, however, the power of the state is being challenged. Students explore the aims, roles and power of IGOs: The United Nations (UN), the International Monetary Fund (IMF) and the International Criminal Court (ICC). Students consider the ways Non-state actors (NGOs) pursue global objectives in relation to particular areas (for example, human rights) and groups that do not accept the legitimacy of the state, such as terrorist organisations. Students also consider the aims, role and power of one TNC within global politics and the global economy. TNCs are considered by some people to be predators, exploitative of host states, and by others as drivers of progress, skills and innovation.

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

What is power? What is the most effective type of power for a state to use to pursue its national interests?

Students examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests. To achieve its national interest objectives, a state may use a variety of hard and soft forms of power, and foreign policy instruments. Students consider many different types of power available to the state, including diplomacy, trade, aid and military power, which are exercised by states in a variety of forms. Cultural mechanisms and propaganda are also important. Students develop an understanding that the importance and effectiveness of different forms 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

Do we have a responsibility to uphold human rights everywhere?

Students' study TWO of the following ethical issues: human rights, people movement, development, arms control. Students learn that human rights are rights inherent to all human beings and have been expressed in the form of treaties, customary international law and general principles. People movement, whether as a result of globalisation, conflict, economic interest, or natural disaster, is an ongoing ethical issue. Students learn about development issues, global poverty and inequality. Arms control is a process by which states seek to construct a more stable and peaceful international arena by reducing the threat to the security of the state posed by other states and non-state actors such as terrorist groups.

#### Area of Study 2: Global Crises

What are the causes of particular global crises? How have global actors responded to these crises?

Students investigate TWO global crises, selected from the following: climate change, armed conflict, terrorism, and economic instability. Climate change presents policy makers with significant difficulties, some of which stem from responses requiring global cooperation by states at an unprecedented level. Students consider whether mechanisms of global governance can respond to conflict and whether the notion of sovereignty presents an insurmountable challenge to responding effectively to conflict. Students come to understand that terrorism has become more significant due to the perceived effectiveness of asymmetrical warfare in achieving outcomes and the process of globalisation facilitating global reach. Students explore how the increased interconnectedness of the world economy has brought with it, innumerable benefits but has also increased the capacity for global economic instability.

#### **Assessment:**

Units 1 and 2: 100% school-based assessment tasks, such as: essays, structured questions, oral presentations, podcasts, films, blogs, social media campaigns, research reports.

Unit 3 and 4: 50% of final mark assessed through school-assessed tasks such as: multimedia presentations, case studies, essays, report, short-answer and extended response questions. End-of-Year exam: 50%

# 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%

# Legal Studies

## Teacher

Amanda Francis

**Legal Studies** examines the ways in which the **law** and the **legal** system serve people and their community, and helps students understand the workings of contemporary Australian society. The subject also helps develop the critical analysis skills needed to succeed in almost any career.

Legal Studies explores questions of justice. Is our legal process fair? Do all parties receive a fair hearing? Are all people treated equally before the law? Do all people have an equal opportunity to present their case? Do they understand their rights and how to resolve a dispute? Throughout the course you will question if our justice system achieves the principles of justice: fairness, equality and access to justice.

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.

## Year 11

### Unit 1

In this unit you will explore the main sources and types of law and assess the effectiveness of laws. You will examine the purposes and key concepts of criminal and civil law. You will use legal reasoning to argue the criminal culpability of an accused based on case studies. You will also apply legal reasoning to argue the liability of a party in civil law.

### Unit 2

In this unit you examine how we determine a criminal case or resolve a civil dispute. This includes the work of courts and tribunals. You evaluate the effectiveness of sanctions, such as fines and imprisonment, for criminal offences. You also consider the effectiveness of remedies, such as an award of damages, in civil matters. Using case studies, you question the ability of sanctions and remedies to achieve the principles of justice. You will also look at the protection of rights in Australia and another country.

This unit also 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.

### Units 3 & 4

In these units, you study how disputes are resolved. You review the role of bodies such as the courts, VCAT and Consumer Affairs Victoria in the legal system. You investigate the extent to which the principles of justice are upheld. You discuss recent reforms, or recommendations, to improve the justice system. You explore the lawmaking powers of parliament, how the Constitution protects the Australian people and the significance of the role of the High Court. You will investigate the relationship between parliaments and the courts in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Studying Legal Studies will help you to develop your research, analytical, decision making, critical thinking and problem-solving skills. Of course, this is done in relation to examining current legal issues and case studies. However, these are essential skills for you to develop as you progress into tertiary education (if that is what you wish to do) and ultimately the workforce.

The legal system impacts on every aspect of our lives. By studying Legal Studies, you will learn how the law making system operates and how you can participate in it to influence law-making which impacts upon and shapes the community in which you live.

### 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

**A sample of specific career options:**

Barrister, Civil Rights Investigator, Clerk of Courts, Conveyancer, Criminologist, Industrial Relations Consultant, Judge, Lawyer, Legal Advisor, Para Legal, Legal Secretary, Mediator, Ombudsman, Police Prosecutor, Political Scientist, Solicitor.

**A sample of general career options:**

Administration, Advocacy, Banking and Finance, Broadcasting, Consulting, Customs, Human Resource Professional, Journalism, Occupational Health and Safety, Police and Corrections, Policy Research, Politics, Public Service, Real Estate Management, Recruitment, Teaching, Trade Union Organising, Wealth Management/Investment Banking, 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!

# Philosophy

## Teacher

Baartz

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 address the question of what meaning life may have, 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.

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?

The formal areas of philosophy are usually put forward as metaphysics, epistemology, and ethics. However, rather than address these directly, in Units 1 & 2 we rather began more practically with topics chosen by the students. Past topics have included Art, Time, Humor, Horror, Cartesian doubt, Marxism, Death, God, Abortion, Free Will and Determinism. This is thoroughly in keeping with the practice of Socrates himself, who always took a keen interest in — and tended to begin from — where his partners in dialogue were at. The idea is that the formal (or ‘theoretical’) will naturally emerge out of the practical, rather than the reverse, and in this regard questions of philosophical methods of inquiry, the distinctive nature of philosophical thinking, of philosophical questions, of different ethical approaches, will come to the fore.

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) (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.

## Units 1 & 2

An introduction to philosophy through various topics (see above), chosen collectively by students. In this respect Units 1 & 2 are more ‘open-ended’ than units 3 & 4, with more ‘room to move’. In quasi - Aristotelian fashion, the existing experience (and interest) of students is used to initially engage in the subject, thereafter, broadening out somewhat in more theoretical and general directions.

## Unit 3

- (i) Descartes’ first two Meditations and the Mind/Body debate; Materialism: Jack Smart on the mind = brain issue, and Thomas Nagel on what it might be like to be a bat.
- (ii) The nature of personal identity: what makes you ‘you’; Hume & Locke on identity and diversity; Meredith Michaels with a thought experiment.

## Unit 4

Introduction to the Good Life: Plato; Aristotle; Nietzsche's 'Beyond Good and Evil'; Susan Wolf on the theme of 'meaningfulness'; key questions include: what is the best life? How ought we to live? What is the psychology of Judeo-Christian morality? What place the concept of 'meaningfulness' in our lives?

### Assessments

Units 1 & 2 are assessed on the basis of school outcomes, consisting primarily of class participation in philosophical discussion, together with the option of written tests/essays.

Units 3 & 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%

# Sociology

## Teacher

Chloé Nichols

Are you fascinated by youth culture? Have you ever wondered why some people become deviants and criminals? Are you intrigued by criminology? Have you pondered on why people are having fewer children? Are you concerned with power relations based on sex, gender and ethnicity? Have you ever considered how technology has impacted on people's sense of community? Are you keen to explore the causes and consequences of global social movements such as Black Lives Matter or Climate Action? All the answers that you seek to these questions (and more) can be found in the wonderful world of Sociology!

Sociology combines a range of subjects such as criminology, psychology, politics and history, to the study of human behaviour and social interaction. Sociology seeks 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 examine social issues and explain social changes.

## Year 11

### Unit 1: Youth and Family

#### Area of Study 1: Category and experience of youth

In this area of study students are introduced to the discipline of sociology and the 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 clear social categories, for the purposes of advertising and government policy.

#### Area of Study 2: The family

This area of study explores different definitions of the family and how families have changed over time. Students explore key developments influencing contemporary family life, for example, divorce rates, changing gender roles, the growth in single parent families and childless households. They explore why 'the family' is a controversial issue in public debates, and why governments develop policy about families.

### Unit 2: Social Norms: breaking the code

#### Area of Study 1: Deviance

This area of study focuses on the concept of deviance. Students learn about the meaning of deviance, how sociologists explain deviant behaviour and the impact of moral panic on those groups considered to be deviant. Students explore three perspectives that sociologists have established to explain deviance: Emile Durkheim's functionalist theory, Travis Hirschi's elaboration of social control theory and the interactionist theory as developed by Howard S. Becker.

#### Area of Study 2: Crime

In this area of study students develop an understanding of the concept of crime. Students use Australian data to examine and analyse crime rates and consider the various factors that may contribute to people committing crimes. Students examine the aims and rationales of different methods of punishment around the world, including retribution, deterrence, rehabilitation and societal protection. Students examine how effective different punishments and approaches to crime really are.

## Year 12

### Unit 3: Culture and Ethnicity

#### Area of Study 1: Australian Indigenous Culture

In this area of study students explore the meaning of culture and the distinction between material and nonmaterial culture. Australian Indigenous cultures are diverse and are comprised of a range of symbols, languages, values and norms. Students become familiar with the concept of sociological imagination and apply it to the study of Indigenous Australian people and culture. Students critically investigate historical and contemporary representations of Indigenous Australians found in the media and other public forums that can be interpreted as culturally relativist or ethnocentric.



### 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. Students look at the political, economic, social and technological factors that have led to changes in the forms, and concept of community over time.

### 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. Students then choose a political movement to research and apply sociological concepts to.

## **Assessment**

### Units 1 and 2:

100% school-based assessment tasks such as, research tasks, reports, film analysis, representation analysis, multimedia presentations or annotated media files.

### Unit 3 and 4:

50% of final mark assessed through school-assessed tasks such as, analysis of text-based or visual representation/s, a multimedia presentation, a report, structured questions, an extended response, a film analysis.

End-of-Year exam: 50%

# LANGUAGES

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## 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.

### Visit to France

There is the opportunity for those studying VCE French to spend a month living with a French family and attending a French school in the break between Year 11 and Year 12 (usually the month of December – assuming COVID is not making this impossible...). This can be done as an exchange (hosting a French student later in the year) or as a homestay visit. Students who are considering studying French at VCE should be at least open to taking up this opportunity and the linguistic and cultural benefits it provides.

### 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 Music & 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 The World of Work and Scientific and Technological Issues

### Unit 4

This unit focuses on the prescribed theme “The World Around Us” and “The French Speaking Communities” including Social Issues such as immigration and racism. The second half of Unit 4 focuses on an in-depth study of a sub-topic, usually Life in France under German Occupation in WW2 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. This sub-topic is designed to encourage students to follow their own interests and research. Formal coursework assessment evaluates students’ communication skills in reading comprehension, writing and discussion of the topics studied.

### Assessment

#### Units 1 and 2

There are six Outcomes in total for Year 11, done in class under test conditions, covering three communication areas of Presenting, Interpreting and Interpersonal. 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%

# 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 for about 200 hours of study level.

Japanese Second Language is designed for students who do not have Japanese as their first language, 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 viewing and written, spoken texts then 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).

## Units 3 & 4

The Areas of Study comprises 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.

## Assessments

### Units 1 & 2

The individual school will determine levels of achievement.

### Units 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%

# Latin

## Teacher

Giselle Bracewell

### '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 latecomers).

### Year 11

#### Unit 1: 'Acquiring the Skill Base'- *Accidence and Syntax*

In this unit you will learn about accidence and syntax (grammar) which will form your translation skill base.

*Accidence* (inflection and endings): In Latin, changes in form, especially endings, identify words and their functions within a sentence.

*Syntax*: Accidence informs the relationships of words and constructions in a sentence which combined, produce the intended meaning.

#### Unit 2: 'Expanding the Skills'...*more Accidence and Syntax!*

In this unit you will expand your skill base and identify and explain words which exemplify forms of accidence and syntax in Latin passages. You will summarise these passages, answer questions on them and explore the preliminaries of Latin poetry.

### Assessment

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

### 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

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## Further Mathematics

### Teacher

Amalina Azman

### Scope of study

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 General Maths 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; you still need to put in a certain effort to do well!

Further Mathematics consists of a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises of 'Data analysis' and 'Recursion and financial modelling'.

### Units 3 & 4

#### Data Analysis

Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics: 'Computation and practical arithmetic', 'Investigation and comparing data distributions', 'Investigating relationships between two numerical arithmetic', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'.

#### Recursion and financial modelling

Students will go through content using technology to model and analyse a range of financial situations including: 'Depreciation of assets', 'Compound interest investments and loans', 'Reducing balance loans', 'Annuities and perpetuities' and 'Compound interest investments with periodic and equal amounts.'

The Applications comprises of a selection of two from four modules:

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations.

### Assessment

Unit 3 & 4 School-assessed coursework:	33% (2 Core SACs, 2 Application SACs)
Unit 3 and 4 examination I:	33%
Unit 3 and 4 examination II:	34%

# Mathematical Methods

## Teacher

Athil Goonesekera & 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.

## Year 11

## Year 12

Regular mathematics in Victoria 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. The subject 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.

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: *Required/Essential Material: TI-Inspire Graphing Calculator (CAS Calculator)*

# Specialist Mathematics

## Teacher

Athil Goonesekera & Bob Morgan

## Description

### Unit 3 & 4

Extended mathematics: Specialist Mathematics 3 & 4 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 Maths 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: Required/Essential Material: TI-Inspire Graphing Calculator (CAS Calculator)



# SCIENCES

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## Biology

### Teacher

Ruth McAlister

### 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?

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 undergoing metabolic cellular processes, outlining the inputs and outputs. We also explore how living things interact with their environment on a broader scale, including the relationships between living and non-living elements of ecosystems. We examine how humans fit into the natural world, and our responsibility to maintain it.

#### Unit 2: How is continuity of life maintained?

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 the inheritance of characteristics and consider ethical issues associated with genetic screening.

### Assessment

#### Units 1 & 2

Procedures for assessment are decided by the school and relate to the outcomes outlined in the Biology Study Design. Year 11 Biology 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 do cells maintain life?

This unit extends student knowledge of cell biology. They explore how substances enter and leave cells, how enzymes function to speed up cellular reactions, 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?

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 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%
Unit 4 School-assessed Coursework:	24%
End-of-year examination:	60%

# Chemistry

## Teacher

Amalina Azman

### 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;
- 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?

### Year 11

#### 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.

### Year 12

#### 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 for Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Levels of Achievement for 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%
Unit 4 School-assessed Coursework:	24%
End-of-Year examination:	60%

# Environmental Science

## Teacher

Ruth McAlister

## 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. 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.

## 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 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.

### 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.

## Assessment

Year 11 Environmental Science 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 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 with reference to 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**

Year 12 Environmental Science is assessed through School Assessed Coursework (SACs) and external examination. These may take the form of annotations of practical activities from a practical logbook, reports of an investigation, a model of climate concepts, graphic organisers, an evaluation of research, media analyses/responses, analysis of data, tests, reflective learning journal/blogs or a response to an issue.

Percentage contributions to the study score in Environmental Science are as follows:

Unit 3 School Assessed Coursework:	20%
Unit 4 School Assessed Coursework:	30%
End-of-year Examination:	50%

# Health and Human Development

## Teacher

Penny Bates

## Description

### Year 11

#### Unit 1: Understanding health and wellbeing

*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: Managing health and development

*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?

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 in a globalised world

*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?

#### Unit 4: Health and human development in a global context

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?

#### 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% |



# Physics

## Teacher

Phil Bell & Amalina Azman

“At Alia College, VCE Physics students develop sound inquiry, analytical and communication skills. They learn to apply critical and creative thinking to analyse contemporary issues in science, and communicate their views from an informed position”

– Phil Bell

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

VCE Physics at Alia College, provides students with opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

An important feature of VCE Physics at Alia College is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may include: the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. 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.

## Aim

Physics is based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, solar systems and galaxies in the Universe. Whilst many scientific understandings in Physics have stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the role of careful and systematic experimentation, and modelling, in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

# Psychology

## Teachers

Ruth McAlister and Amanda Francis

## 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.

## 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 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's 'normal' behaviour?
- 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?

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?

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's the difference between mental health and mental illness?
- 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?

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. 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%

# Physical Education

## Teacher

Amalina Azman

## 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 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

The end-of-year examination is worth 50%.

# TECHNOLOGY

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## Applied Computing

### Teacher

Phil Bell

“Students undertaking Applied Computing at Alia College develop a practical, useful knowledge of coding and data management that will assist them throughout their lives. Perhaps, even lead to a rewarding career in computing and information technology.”

– Phil Bell

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

### Aims

#### Computing in Units 1 to 4 at Alia College enables students to:

- Understand how digital systems and solutions can be used by individuals and organisations,
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming,
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities,
- apply project management techniques to assist with the development of digital solutions,
- develop an informed perspective on current and emerging digital technologies and disseminate findings,
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies,
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills,
- Develop a practical, useful knowledge of coding that will assist them throughout their lives or lead to a rewarding career in computing and information technology.

# OTHER

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## 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

## Appendix 1: The VCE English Requirement

	English group Units 1 & 2 satisfactorily completed	English group Units 3 & 4 satisfactorily completed	English requirement met?	Note
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.*

## Appendix 2: The VCAA's rules

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

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.

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.

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

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.

### **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.