



VCE 2025

# Student Handbook

VCE 2025 Information Night:

6:00 pm Wednesday, 31 July 2024

Subject Selections Due:

Midnight Sunday, 11 August 2024

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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?

## 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 as an Additional Language (EAL) Units 3 & 4.

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

*\*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. 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 (Scott), 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 assessments 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

<ul style="list-style-type: none"><li>• Significant Health Impairment</li><li>• Significant Physical Disability</li><li>• Hearing Impairment</li><li>• Vision Impairment</li></ul>	<ul style="list-style-type: none"><li>• Learning Disability</li><li>• Severe Language Disorder</li></ul>
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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:

Your 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 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 2025. 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.

## ARTS

Art Making and Exhibiting (Units 1-4)

Drama (Units 1-4)

Media Studies (Units 1-4)

Music Performance (Units 1-4)

Theatre Studies (Units 1-4)

## LANGUAGES

French (Units 1-4)

Japanese (Units 1-4)

Latin (Units 1-4)

## ENGLISH

Bridging EAL (Units 1 & 2)

English (Units 1-4)

English/EAL (units 1-4)

English Language (Units 1-4)

Literature (Units 1-4)

## MATHEMATICS

General Mathematics (Units 1-4)

Mathematical Methods (CAS) (Units 1-4)

Specialist Mathematics (Units 3 & 4)

## TECHNOLOGY

Applied Computing (Units 1-4)

## SCIENCES

Biology (Units 1-4)

Chemistry (Units 1-4)

Environmental Science (Units 1-4)

Health and Human Development (Units 1-4)

Physical Education (Units 1-4)

Physics (Units 1-4)

Psychology (Units 1-4)

## HUMANITIES

Ancient History (Units 1-4)

Business Management (Units 3 & 4)

Classical Studies (Units 1-4)

Geography (Units 1-4)

History (Units 1-4)

Legal Studies (Units 1-2)

Politics (Units 1-4)

Philosophy (Units 1-4)

Sociology (Units 1-4)

## OTHER

Extended Investigation (Units 3 & 4)

## VCE Vocational Major

Literacy (Units 1 & 2)

Numeracy (Units 1 & 2)

Work Related Skills (Units 1 & 2)

Personal Development Skills (Units 1 & 2)

## How do I pick my subjects?

Fill in the VCE Subject Selection Form and list your subjects for 2025 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 2024 VICTER newspaper supplement, since these publications list 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

### Victorian Certificate of Education – Vocational Major (VCE VM)

In 2023, the Victorian Certificate of Education Vocational Major (VCE VM) replaced VCAL (Victorian Certificate of Applied Learning). Alia College has been approved to deliver VCE VM.

Like VCE subjects, the VCE VM will only run if there is enough student interest. Ultimately, subjects will be offered based on the level of student interest in each subject and staff availability.

Below is a summary detailing what VCE VM is.

*The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.*

*It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.*

*The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:*

- *equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals, and,*
- *empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.*

To complete the VCE VM, you need to successfully complete at least 16 units. This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 3 other Unit 3 and 4 sequences of your choice

You can add other VCE studies to your VCE VM program.

For more information regarding VCE VM, please head to the [Victorian Government website](#).

## 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.

# VCE SUBJECT INFORMATION

## ARTS

### Art Making and Exhibiting

Teachers: Sheena Hanrahan & Jessica McConnell

#### Scope of study

VCE Art Making and Exhibiting introduces students to the methods used to make artworks, and how artworks are presented and exhibited.

All four Units of the study have both practical and theoretical components.

Students use inquiry learning to explore, develop and refine the use of materials, technique and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

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

#### Year 11

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

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation are documented in both visual and written form in a Visual Arts journal.

There are 3 outcomes to be achieved for Unit 1:

- Outcome 1
  - The Visual Arts Journal - this includes:
    - Demonstration of the exploration of materials, techniques and processes, in a range of art forms
    - Demonstration of technical skill in using materials in a range of art forms
    - Documentation and evaluation of the exploration of materials, techniques and processes in a range of art forms.
- Outcome 2
  - Develop at least one finished artwork.

- Outcome 3
  - Present information for an exhibition about three Australian artists

(Art Making & Exhibiting continued...)

### Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

There are 3 Outcomes to be achieved in Unit 2

- Outcome 1
  - Design and curate a thematic exhibition of six artworks, the development of which is recorded in the visual diary.
- Outcome 2
  - Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks, these are recorded and documented using written and visual material in a Visual Arts journal.
- Outcome 3
  - Students present at least one finished artwork, with accompanying documentation of the development and refinement of their art making, in a Visual Arts journal.

## Year 12

### Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

There are 3 outcomes to be achieved for Unit 3

- Outcome 1
  - To be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Outcome 2
  - Make artworks in specific art forms, prepare, and present a critique, and reflect on feedback.
- Outcome 3
  - Research and plan an exhibition of the artworks of three artists.

### Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating, and extending their ideas and art making to further refine and resolve artworks in specific art forms. The

progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

(Art Making & Exhibiting continued...)

Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

There are 3 outcomes to be achieved for Unit 4

- Outcome 1
  - Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in a Visual Arts journal.
- Outcome 2
  - Plan and display at least one finished artwork in a specific art form and present a critique on that artwork.
- Outcome 3
  - Study the presentation, conservation and care of artworks, including the conservation and care of students' own artworks.

### Assessment weighting

#### Units 1 and 2

Levels of achievement in Units 1 and 2 are school assessed.

#### Units 3 and 4

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

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

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

# Drama

Teacher - Chris Bates

## 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: Introducing performance styles

Students gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions, production roles 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: Australian identity

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 four SACs per Unit of varying structure from performance, folio, essay, tests, annotated visual reports.

## Year 12

### Unit 3: Devised 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: Devised 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

## Course Description

Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. This study 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, video, photography, print, advertising animation, radio and digital media. The evolution, use and content production for social media is also a key component of the study

VCE Media also 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 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, social media content production, communication and writing, graphic and communication design, photography, animation and web design

## Year 11

### Unit 1: Media forms, representations and Australian stories

- Outcome 1: Media Representations

Students examine how the media plays an important role in shaping society and the values and beliefs of the audience. Students learn how representations are constructed through codes and conventions and the processes of selection, omission, and construction. Students also examine how identity and self-contribute to the ways that audiences select, create, share, engage with and read media products. Students will construct their own Media production representations through a variety of media forms.

- Outcome 2: Media forms in production

Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

- Outcome 3: Australian Stories

Students examine how media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. Students study a range of film narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Narratives selected for study are from Australian media creators and producers with primarily Australian content including an Aboriginal and/or Torres Strait Islander creator or producer.

## 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, contexts and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings

Students also engage in the pre-production stage of the media production process for the design of their major 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.

- Outcome 1: Narratives and their contexts

Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio products and/or photographic and/or print products. Students analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

- Outcome 2: Research, development and experimentation

In this unit students should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform and assist in the creation of their own media production undertaken in Semester Two. Students will also engage in Production exercises to further their skills in their designated Media Production

- Outcome 3: Pre Production planning

In this unit students should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

#### Unit 4: Media production; agency and control in and of the media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

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. Students use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

#### 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 and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

## Rationale

Music is uniquely an aural art form and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

## Year 11

### Unit 1 - Organisation of music

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

- Performing - performance of two pieces, one solo and one group
- Creating - portfolio of short creative works (songs, instrumental compositions, improvisations, etudes, etc.)
- Analysing and responding - music theory and ear training workbook and test, analysis of two works

### Unit 2 - Effect in music

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

The areas of study are the same as in Unit 1, however the focus shifts from the nuts and bolts of musical construction to creating intended effects, moods, and atmospheres.

- Performing - performance of two pieces, one solo and one group
- Creating - portfolio of short creative works (songs, instrumental compositions, improvisations, etudes, etc.)
- Analysing and responding - music theory and ear training workbook and test, analysis of two works

Year 12 Music branches into four different subjects: Music Inquiry, Music Contemporary Performance, Music Repertoire Performance, and Music Composition. However, it is not possible to run all four simultaneously, so the particular subject running in any given year will depend on student interest and teacher expertise. For 2025 we intend on running a Music Inquiry.

### Music Inquiry

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

### Unit 3 - Influence in music

- Music making - focuses on performing and creating, students perform a short work in the style of piece/artist studied in Area of Study 2
- Analysing for music making - students analyse and describe the musical elements of two works (one of which influenced the other); students present a proposal for an Area of Investigation for Unit 4
- Responding - focuses on listening skills, students listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences

### School-based assessment

- Written responses to three previously unheard excerpts of music in the following format:
  - responses to structured questions -
  - 15 marks

## Unit 4 - Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices. Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

## Areas of study

- Music making - focuses on performing and creating, students perform/create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study
- Analysing for music making - students choose an Area of Investigation and analyse two works
- Responding - focuses on listening skills, students listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences

## School-based assessment

- Live or video recording of a performance (2-2.5 mins) of a work or excerpt on a chosen instrument.
  - 15 marks
- Explanation of influences. (oral/written/multimedia)
  - 5 marks
- Live or video and/or audio recording of a composition and appropriate notation/record of composition/arrangement.
  - 15 marks
- A description of how one music work/approach has influenced another (oral/written/multimedia)
  - 5 marks
- An Investigation Proposal showing influences between two works to be used as the basis for development in Unit 4. (written/multimedia)
  - 5 marks
- Written responses to three previously unheard excerpts of music in the following format: responses to structured questions.
  - 15 marks

## External assessment

- Externally-assessed task - 50% of study score
- End-of-year examination - 15% of study score

### Externally-assessed task

Students will submit a folio that contains documentation, video recording of a performance and an audio and/or video recording of a composition/arrangement as described in the examination specifications published annually by the VCAA.

The folio will contain:

- an Area of Investigation description with a reflection on personal musical context in relation to this Area of Investigation
- an analysis of two works selected from the Area of Investigation
- the presentation of three works where:
  - at least one is a visually recorded live performance of a work associated with the Area of Investigation, and
  - at least one is a recorded audio (and/or video) and appropriate documentation of a short composition/arrangement influenced by the Area of Investigation.

### End-of-year examination

- All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable
- Duration: 60 minutes

# Theatre Studies

Teacher - Chris Bates

## 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, set and props.

### 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

## Bridging English as an Additional Language (BEAL)

Teacher - Helen Kent

### Overview:

Bridging English as an Additional Language (BEAL) 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 use.

This subject involves 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. Future EAL students can develop their English language skills through the VCE Bridging English as an Additional Language (EAL) Study Design. The EAL program counts as two electives; satisfactory completion of the course will also credit students with two VCE units. Students develop their language skills and confidence, assisting them to communicate effectively in a range of academic and everyday Standard Australian English. 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, allowing them to communicate and participate confidently in Australian life.

### 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 but, having completed BEAL, students are encouraged to complete EAL for Units 3 and 4 VCE.

### Year 11

#### 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.

- Students 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. (Area of Study 2) English for Self-Expression.

- 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.

## 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, identify 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

Teachers - Helen Kent (TBC)

## 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.

Paulo Friere insisted that only through learning to read carefully and critically, by “reading the word to read the world”, can we help the oppressed and move ourselves beyond places of stagnation and fear. In VCE English, students further develop comprehension and critical reading skills. Students read, analyse and evaluate a range of complex texts including plays, novels, films, short stories, artworks and advertisements. They discuss, analyse and evaluate these texts individually and collectively, orally and in writing. Students are encouraged to deepen their critical and imaginative thinking, aesthetic responses, ability to perceive complexities and creative capacities.

Students build confidence in identifying and applying formal generic conventions of particular text types and in distinguishing between degrees of formality 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. Students are encouraged to view the actions of reading, writing, speaking and listening as interconnected literate practices.

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 such an impact.

All these aims are simultaneously at play in VCE English.. 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 texts.. Students are encouraged to see themselves as active and engaged readers, exploring and absorbing the meanings, ideas and values in texts. They refine their understanding of what makes a text complete. Students consider the ways texts work on us by stirring the heart, manifesting ideas, making palpable what was sensed, and making contact with what lay hidden.

English provides abundant opportunities for conversation and discussion. The oral component of classes is a significant forum to foster literacy development as described above. Class discussion is crucial to learning in English. It affords the potential not only 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. This kind of communication - open dialogue - is imbued with creative potential, promising the opportunity for reciprocal self-awareness to both speakers and listeners. 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 take risks. Students are supported to explore and experiment in their reading and writing. Students are encouraged to listen actively, to speak in ways that are thoughtful yet risky and to read the world around them both critically and empathetically.

## Course Structure

### Year 11

#### Unit 1

- Area of Study 1: Reading and Exploring Texts.

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

- Area of Study 2: Crafting Texts

On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

#### Unit 2

- Area of Study 1: Reading and Exploring Texts

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

- Area of Study 2: Exploring Argument

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

### Year 12

#### Unit 3

- Area of Study 1: Reading and responding to texts

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

- Area of Study 2: Creating Texts

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes. Students respond to a particular theme and draw upon a range of texts in order to construct their own texts.

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

## Unit 4

- Area of Study 1: Reading and responding to texts

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

- Area of Study 2: Analysing Argument

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

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

## **FINAL EXAMINATION IN ENGLISH**

The examination occurs early in late October and is set, conducted, and assessed by VCAA.

The exam contributes 50% to the student's study score in English.

# English as an Additional Language

Teacher- Helen Kent

EAL students are provided additional support to enable their literacy development in speaking, listening, writing, reading and viewing. . Students are encouraged to participate fully in VCE English classes and are provided with tailored assistance to do so. The new VCE English Study Design allows for teachers to modify tasks for EAL students to ensure full immersion in VCE English while also providing additional support. EAL students are encouraged to bring their diverse life experiences to share with their peers.

## 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 2025:

- 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 2018). 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 for less than seven years over the period of their education.

## Course Description

In Units 1 and 2, students read and view a range of texts including plays, novels, film and visual texts. Students 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, with the assistance of the English/EAL teacher, read and study a range of texts. They analyse these texts individually and through class discussion with peers.

## Year 11

### Unit 1 Area of Study 1: Reading and Exploring Texts:

Students explore how meanings are created in texts. They identify, discuss and analyse authorial decisions. 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. Students produce an analytical text response to achieve the outcome for this Area of Study. For EAL students completion of this outcome includes a short listening task and can be produced in the form of annotations or summaries depending on the level of proficiency in English demonstrated by the student.

### Unit 1 Area of Study 2: Crafting Texts:

Students craft their own texts exploring a particular theme. They explore a range of texts including short films, poetry, short stories, persuasive, visual and narrative texts. Students further their understanding of the way texts are constructed to produce their own creative responses in order to achieve the outcome for this Area of Study.

EAL students are provided with a range of additional supports to achieve this outcome depending on their specific learning needs.

#### Unit 2 Area of Study 1 Reading and Exploring Texts:

In this unit, Students deepen their understanding of the ways ideas, issues and themes are presented in a range of texts. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to other texts. Students explore the ways textual features 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.

#### Unit 2 Area of Study 2: Exploring Argument:

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 persuasive text types, including written, spoken, and visual texts. 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 rhetorical devices in the presentation of a viewpoint.

#### Final Assessment:

End of Semester Examination

### Year 12: 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. For EAL students, this course should only be undertaken by students who meet the VCAA requirements for entry to VCE English as an Additional Language.

#### Course Description:

In Units 3 and 4, students read, view and respond to a range of texts, including narrative, multi-modal and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.. Students also develop competence and confidence in creating written, oral and multimodal texts. They read and respond to texts analytically and creatively and analyse the use of argument and persuasive language. Students construct and deliver a persuasive oral presentation in response to a current media issue.

#### Unit 3 Area of Study 1: Reading and Responding to Texts:

In this Area of Study, students consolidate and develop their understanding and skills developed in Unit 1; they focus upon a single text, exploring the ways authors and creators construct texts to position their audiences and readers in particular ways.

Students further skill development as active listeners, readers and participants in meaning-making focussing upon a core text selected from the annual list prescribed by VCAA.



Students further develop skills in analytically responding to texts, considering literary devices and textual aspects such as the views and values presented by the studied text, imagery, characterisation, dialogue and narrative perspective. Students consider the ways socio-historical context impacts textual production and reception. EAL assessment offers alternatives to the formal analytical essay including reading and annotating the set text and written reflections.

- Outcome 1

EAL students must complete a short listening task, based on a recording discussing the socio-historical context of the set text.

### Unit 3 Area of Study 2: Creating Texts:

Exploring one key theme as prescribed by VCAA through the Framework of Ideas, students discuss the theme, drawing upon the prescribed mentor texts and supplementary material provided. Students further their understanding of the ways form, language, purpose and audience are interconnected aspects of crafting texts. Students are encouraged to provide their own supplementary texts and share these with peers prior to drafting. They apply generic conventions appropriate to different text types.

Students produce two different text types inspired by an overarching theme from the prescribed “Framework of Ideas” (VCAA).

Encouraged to respond to feedback from teachers and peers throughout the drafting stage, students produce their own texts to achieve this outcome. The written explanation requires students to justify their authorial choices regarding form, language, purpose, audience and context.

### Unit 4 Area of Study 1: Reading and Responding to Texts

Focussing upon a second core text from the annually prescribed VCAA list, students further develop skills in responding to texts, considering literary devices and textual aspects such as the views and values presented by the studied text, imagery, characterisation, dialogue and narrative perspective. Students consider in greater depth the ways socio-historical contexts impact authorial construction. EAL students complete the same tasks, assisted with scaffolding tools and a modified assessment framework.

### Unit 4 Area of Study 2: Analysing Argument

Students focus on the analysis and construction of contemporary issues and media texts that attempt to influence an audience. Students read and view a range of texts including audio-visual 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 oral language techniques on audience engagement. Students construct and deliver their own persuasive oral presentations on a current media issue.

# English Language

Teacher- Helen Kent

## 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.

## Year 11

### 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.

## Year 12

### 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, are you wondering about which English option to choose? Literature appeals to a particular type of person. Sure, you might enjoy reading and watching, but are you predisposed to considering existential wants? What I mean is, do you often think about whether there is a deeper meaning and purpose to life? Do you want to explore complex human emotions and experiences? If the answer is, no, Literature is unlikely to be a subject you will enjoy, but if your answer is a yes, or close to a yes, then you should wander this path. Here is something to ponder if you are still undecided. Choosing a subject from the English group is like coming to a crossroads, a doorway, or maybe even 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" (William Faulkner: *As I Lay Dying*).

Are you feeling unsure and maybe insecure? That's good. I take that as an indication that you will enjoy Literature. Why? Most of the characters you encounter in the books we read and the films we watch, are also unsure and insecure. You can meet Mrs. Dalloway: "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" (Virginia Woolf: *Mrs Dalloway*) Or maybe you'd like to meet Mistah Patrick Garrett! Garrett "became frightened of flowers because they grew so slowly that he couldn't tell what they planned to do" (Michael Ondaatje: *The Collected Works of Billy the Kid*).

Literature pairs with subjects like Ancient History, Philosophy, Psychology, Sociology, Classics, Media and Physics. Why? They are all forms of storytelling, ways of understanding. Theorist and author Hugh Crago states, "story-telling, or at least, arranging the raw material of experience into some sort of pattern, is a process almost as fundamental to human life as breathing." Still undecided. For the next few days listen to how people communicate, how they express their thoughts, feelings, anxieties and wants. Count the stories you hear. Everything is a story, right? Okay, enough from me. Here is the VCAA information.

## Information from the VCE Literature Study Design

### Year 11

#### Unit 1

- Reading practices

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

- Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

## Unit 2

- Voices of Country

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

- The text in its context

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

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

## Year 12

### Unit 3

- Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

- Developing interpretations

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

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

## Unit 4

- Creative responses to texts

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

- Close analysis of texts

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

A final thought: “The events of the waking world... are forced upon us and the narrative is the unguessed axis along which they must be strung. It falls to us to weigh and sort and order these events. It is we who assemble them into the story which is us” (Cormac McCarthy: *Cities of the Plain*)

# HUMANITIES

## Ancient History

Teacher - Natalie Kellett

### 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, China, Greece and Rome) 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.

### Year 11

#### 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 were the features of the First Babylonian Dynasty and the Assyrian Empire?
  - What is the significance of the Laws of Hammurabi and what they reveal about the way in which Babylonian society was organised?
  - What were the social, political and cultural continuities and changes between the First Babylonian Dynasty and the Assyrian Empire?
  - 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 were the significant features of early China?



- What was the relationship between the state and religious belief?
- What do primary sources reveal about early China?

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

- Area of study 2: The early dynasties

- What caused the rise, expansion and fall of the Qin and Han dynasties?
- How did the features of the Han dynasty differ from the Qin?
- What was the significance of the Qin and Han dynasties?
- How did they present their power and authority?
- To what extent did China change during the Qin and Han dynasties?

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).

## Year 12

### 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 1550–1069 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 Rome

- Area of study 1: Living in an ancient society
  - What was it like to live in ancient Rome?
  - What were the social, political and economic features of life? Why were these features significant?
  - Why were these features significant?

Students investigate the features and the early development of Rome. They investigate the social, political and economic features of Rome. They examine the causes and consequences of the conflict between Rome and Carthage.

- 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 investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths. Students analyse the involvement of Cornelius Sulla, Pompey Julius Caesar and Octavian/Augustus during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals.

**Assessment:**

School-assessed Coursework for Unit 3: 25%

School-assessed Coursework for Unit 4: 25%

End-of-year examination: 50%

# Business Management

Teacher - Remus Liu

## Structure

### Units 3 and 4: Managing and transforming business

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

## Year 12

### Unit 3: Managing business

- Area of Study 1: Business foundations

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

- Area of Study 2: Human resource management

In this area of study students investigate considerations for the effective management of employees to ensure business objectives are achieved. They consider employee motivation in terms of Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory, and Lawrence and Nohria's Four Drive Theory. Using these theories of motivation and motivation strategies, students propose and justify possible strategies for employee management in contemporary business case studies from the past four years.

- Area of Study 3: Operations management

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

### Unit 4: Transforming a business

- Area of Study 1: Reviewing performance – the need for change

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

- Area of Study 2: Implementing change

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

## Assessment

### Unit 3:

25% School-assessed coursework Tasks may include essays, case studies, research reports, written analyses, short-answer questions and media analysis.

### Unit 4:

25% School-assessed coursework

Tasks may include essays, case studies, research reports, written analyses, short-answer questions and media analysis.

# Classical Studies

Teachers - Steph Zindilis & Helen Kent (TBC)

## Structure

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. Through exploration of ideas about fate and freedom, love and war, citizenship and tyranny, VCE Classical Studies deepens understanding of what it means to be human.

Students analyse classical works including literary texts attributed to Homer, Virgil, Sophocles, Aeschylus, Herodotus, Aristotle, Seneca and Euripides. They examine a range of Ancient Greek and Ancient Roman artefacts. Students consider these works in their socio-historical contexts, evaluating and comparing what they reveal about the ideas, beliefs and attitudes of the society in which they were created.

VCE Classical Studies is a foundational Humanities subject – a multifaceted study that encompasses drama, epic poetry, history, philosophy, artworks, architecture and archaeological artefacts.

Year 11

## Unit 1: Mythical Worlds:

- Area of Study 1: Gods, heroes and the legacy of myth

Students explore myths of Ancient Greece and/or Ancient Rome. Myths are traditional narratives which examine ideas that were of central importance to these societies.

Mythology 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 members of particular communities should participate and act. Students explore myth and mythological representation in epic, art, tragedy and other cultural artefacts. They consider the representation of heroism, divinity and its ongoing fascination in popular culture.

- Area of Study 2: Myths and Archaeological Practice

Students consider archaeological discoveries and investigate the relationship between archaeology, myth and literature. In this area of study students examine the search for historical truth in myths that they have studied. These may be myths studied in Area of Study 1 and/or new myths selected for this area of study. There are numerous myths that have connections to archaeological sites, such as the Trojan War myth and its link to the sites of Troy and Mycenae; the Theseus and the Minotaur myth and its connection to the Minoan palace at Knossos. Also, the myths of Romulus and Remus, and Aeneas, and their roles in the foundation of Rome, can be linked to an examination of key sites in the city of Rome; and the worship of the hero Hercules can be connected to his mythical founding of various cities such as Herculaneum

## Unit 2: : Classical Worlds

In Unit 2, 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.

- Area of Study 1: Myths, ideas and beliefs in classical culture

Students examine the use and representation of myths in everyday life. Mythic systems allowed people to make meaning of their world, forming the basis of their ideas and belief and informed art, poetry, literature and political debate.

- Area of Study 2: Expressing Classical Cultures

Students analyse classical works and the socio-historical contexts in which they were produced. Socio-historical contexts might include relevant events and social, cultural, intellectual, political and performance contexts, as well as contexts of material culture, such as the work's production, commissioning, intended use and audience. Students use this knowledge to aid their understanding of a work. Students analyse a range of texts (including visual texts) and examine what these works reveal about the society that produced them.

## Year 12

### Unit 3 Classical Expressions

Students engage with two forms of cultural expression of the classical world: epic poetry and material culture. Students develop their breadth of classical interpretation by examining two vastly different mediums through which classical societies expressed ideas and understandings

- Area of Study 1: The Epic Tradition

Epic poems reflect the concerns, beliefs and values of the socio-historical context in which they were produced. Understanding the socio-historical context of Homer's works, Greek tragedy and philosophy requires a consideration of the broad social and political structures of early Archaic Greece and the changing nature of the Greek world as its city states transformed and expanded. Having been introduced to "The Odyssey" in Year 11, students consider the ideals and values of the Archaic period in "The Iliad". Students consider "The Aeneid" as both a celebration of Augustus's achievements in restoring stability to Rome war and a more subtle expression of misgivings about Roman imperialism and conflict.

- Area of Study 2: Material Culture

Students closely analyse the prescribed work(s) and evaluate the importance of the subject to its form, such as how one feature of a building conveys the broader ideas of that building. Students also examine the purpose of the work(s) and the ideas and themes expressed in it, and the methods and techniques used in the work's creation.

### Unit 4 Classical Perspectives

Students analyse and evaluate the significance of a key concern of the classical world to understand how producers of works across forms and genres, time and/or societies engaged with similar ideas. Students analyse various short written works and material works and compare the ways these works of different forms and genres express similar concerns and ideas.

- Area of Study 1: Classical concerns

Students analyse a selection of prescribed materials and short written works that reflect a specified key concern of classical culture. Prescribed materials will include short written texts, such as speeches, poems and short extracts from literary, historical, philosophical and other written works; and material works, such as free standing or relief sculptures, monuments, vases, coins and other artefacts. Students examine recurring concerns and ideas that preoccupied the people of the classical world, analysing these in works of different forms. Students analyse works pertaining to one of the following concerns of classical culture and its associated prescribed materials and short works: classical identities; power and authority and war and warfare.

- Area of Study 2: Classical comparisons

Students undertake an in-depth comparative study of two written classical works. Having developed an understanding of the socio-historical context of the work studied in AOS 1, in Area of Study 2 students engage more deeply with that work. They analyse its presentation of key ideas beyond the concern encountered in Area of Study 1. They compare it with a second work, designated Work 2. Students compare the treatment of key ideas and techniques, and the features and contexts of these works.

## Assessment

### Units 1 and 2:

- 100% school-assessed coursework.

Tasks may include presentations, analyses, essays, extended responses and an exam.

### Unit 3:

- 25% School-assessed coursework:

Tasks may include essays, research reports, written analyses, short-answer questions and tests, presentations and written reflections.

### Unit 4:

- 25% School-assessed coursework:

Tasks may include essays, annotations, research reports, written analyses, short-answer questions and tests, presentations and written reflections.

- End of year exam: 50%

# Geography

Teacher - TBC

## 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.

## Year 11

### 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: issues & challenges

- 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: impacts and challenges

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.



## Year 12

### Unit 3: Changing the land

- Area of study 1: 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.

- Area of study 2: 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.

### 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%

# Politics

Teacher - TBC

Ever wondered how the Australian political system works? Ever pondered how China transformed itself from a developing country to an economic powerhouse in just 40 years? Ever considered 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, crime and refugees? Well, this subject is for you!

Year 11

## Unit 1: Politics, power and political actors

- Area of Study 1: Power and national political actors

In this area of study, students are introduced to the central concepts of power and legitimacy. Students investigate the types of political actors within states including Australia, and the sources and forms of their power. Legitimacy is the belief that an institution, party or ruler has the right to exercise power. Legitimacy may be democratic (for example, through elections), or non-democratic (for example, through manipulation, fear or economic performance). Students engage with political thinking through the ideas, institutions and processes that underpin the legitimacy of the Australian system of government. Using one example of a contested political issue, students assess the political significance of the use of power by different political actors.

- Area of Study 2: Power and global political actors

In this area of study, students focus on the political actors who can move beyond and across national and regional boundaries to pursue their interests globally. This has been facilitated by the increasing interconnectedness of the world. These 'global' actors are predominantly states and their leaders, institutions of global governance or of regional cooperation, non-government organisations, transnational corporations of all kinds and some high-profile individuals. Students engage with political thinking through an inquiry into the power, interests and perspectives of global actors' responses to an issue. They explain how ideology and interests can lead to a global political actor becoming involved in conflict or cooperation. They analyse the power of a variety of global political actors and examine the impact of global interconnectedness on that power, leading to an assessment of the political significance of those actors.

## Unit 2 Democracy: stability and change

- Area of Study 1: Issues for Australia's democracy

In this area of study, students analyse the operation of Australian democracy, democratic institutions and processes, and assess the political significance of challenges to democratic principles. Students investigate one political issue from a selection and consider its relationship to the success of Australian democracy, the tensions and conflict between forces working for political stability and those working for change, and how the democratic rights of citizens may challenge established policies, practices and norms.. Students engage with political thinking through an investigation into at least one of the listed options to evaluate the strength of Australian democracy and consider if reforms to Australia's political system are appropriate or required.

- Area of Study 2: Global challenges to democracy

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

## Year 12

### Unit 3: Global cooperation and conflict

- Area of Study 1: Global issues, global responses

In this area of study, students examine the causes, consequences and significance of a global issue that by its very nature transcends national and regional boundaries. Students consider the range of factors that may cause conflict, such as social, political, economic, environmental, ideological, cultural and/or technological factors. Global actors may involve themselves in a cooperative effort with other actors to attempt a resolution of the issue or they may pursue their own objectives in a way that brings them into conflict with other global actors. Students investigate the effectiveness of the institutions available to address these issues, including international laws and the global institutions that facilitate cooperation between global actors.

- Area of Study 2: Contemporary crises: conflict, stability and change

In this area of study, students examine a contemporary humanitarian crisis from the area of human rights, armed conflict or the mass movement of people. These humanitarian crises may be a result of ethnic, cultural or social discrimination, political challenges to the sovereignty of states or conflicts over resources, or be a consequence of global issues such as climate change or poverty. Students analyse the causes of their chosen crisis, the interests and perspectives of the actors involved, and evaluate the extent to which political stability and/or change is possible through the responses of political actors.

### Unit 4: Power in the Indo-Pacific

- Area of Study 1: Power and the national interest

In this area of study, students explore power and politics in the Indo-Pacific. Through a detailed study of ONE state in the Indo-Pacific region. Students analyse its sources of power, its national interests and the actions undertaken to achieve those interests.

National interests are used by states to inform and justify domestic and foreign policy actions. Students learn that although states in the Indo-Pacific vary markedly, they share common interests in the pursuit of security, economic prosperity, regional relationships and regional standing. To achieve these outcomes, states draw on their sources and forms of power and channel them through foreign policy instruments.

Students investigate the actions of their chosen Indo-Pacific state and evaluate the degree to which different forms of power achieve the stated national interests.

- Area of Study 2: Australia in the Indo-Pacific

In this area of study, students assess the impact of Australia's policies, actions and inactions in the region of the Indo-Pacific. They investigate contemporary Australian perspectives of the national interest in terms of security, economic prosperity and regional stability, and examine different perspectives on these interests, within Australia and outside Australia's borders. Students analyse Australia's foreign policy responses to regional issues and crises by investigating Australia's relations with three states, one from the Pacific Islands Forum and two other states from the wider Indo-Pacific region. Students evaluate the degree to which Australia cooperates with three states in the region. They also evaluate the effectiveness of Australia's responses to issues of concern to the selected states, such as human rights, armed conflict, a mass movement of people, climate change, global economic instability, development issues, or weapons of mass destruction.

## 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 - Scott Pearce (TBC)

## 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 - Modern History

### Unit 1: Change and conflict

- 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: The changing world order

- Area of Study 1: Causes, course and consequences of the Cold War

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: History: Revolutions

### 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 - TBC

VCE Legal Studies explores key components of the Australian legal system. For example, students will learn about the rule of law, law-makers, legal institutions, the Australian Constitution, the protection of rights, and the Victorian justice system. Students will also apply legal concepts to real or hypothetical scenarios and cases, wherein students will develop the ability to use legal reasoning to argue civil or criminal cases.

Students also learn how people can influence changes in the law and evaluate the effectiveness of legal institutions and the Victorian justice system in achieving justice principles.

These principles are:

- Fairness: Ensuring everyone can participate in the justice system impartially and openly.
- Equality: Treating everyone the same within the justice system, with measures to eliminate disparity or disadvantage.
- Access: Allowing everyone to engage with the justice system on an informed basis.

Year 11

## Unit 1 - The Presumption of Innocence

This unit focuses on criminal law, which aims to maintain social order and protect individual rights. It covers the consequences of breaking criminal law, such as criminal charges and sanctions.

Students will:

- Learn about legal foundations, including different types and sources of law, and what makes a law effective.
- Get an overview of the roles of parliament and the courts.
- Apply the principles of justice to criminal law.
- Investigate key criminal law concepts and apply them to real or hypothetical scenarios to assess guilt.
- Understand how legal principles are used to make judgments about an accused's culpability.
- Learn how criminal cases are determined and the purposes of various sanctions.
- Evaluate the resolution of criminal cases and the effectiveness of sanctions using examples from recent criminal cases from the past four years.

## Unit 2 - Wrongs and rights

This unit focuses on civil law, which protects individual rights. When rights are infringed, disputes arise that require resolution and may result in remedies.

Students will:

- Investigate key civil law concepts and apply them to real or hypothetical scenarios to assess liability in civil disputes.
- Explore various areas of civil law and the methods and institutions used to resolve disputes and provide remedies.

- Apply their knowledge by examining civil cases from the past four years.
- Understand how human rights are protected in Australia and consider possible reforms.

## Year 12

### Units 3 - Rights and justice

This unit focuses on the Victorian justice system, which includes both criminal and civil justice systems, which aims to protect individual rights and uphold fairness, equality, and access.

Students will:

- Examine the methods and institutions within the criminal and civil justice systems, assessing their effectiveness in determining criminal cases and resolving civil disputes.
- Study the roles and functions of the Magistrates' Court, County Court, and Supreme Court in the Victorian court hierarchy, as well as other institutions used to resolve cases.
- Explore the rights of the accused and victims in the criminal justice system, the roles of judges, juries, legal practitioners, and the parties involved.
- Understand how sanctions and remedies aim to achieve their purposes.
- Investigate how well the principles of justice are upheld in the justice system.
- Apply legal reasoning to real or hypothetical scenarios throughout the unit.

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

This unit focuses on understanding how Australia's laws and legal system work, including the institutions that make and reform laws.

Students will:

- Learn how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments.
- Understand how the Constitution protects the Australian people by checking parliament's law-making powers.
- Study the role of the High Court in protecting and interpreting the Constitution.
- Explore the relationship between parliament and the courts in law-making.
- Examine how individuals, the media, and law reform bodies influence changes to the law.
- Consider past and future constitutional reforms.
- Apply legal reasoning to real or hypothetical scenarios throughout the unit.

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 begin 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.

Year 11

## 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.

Year 12

## Unit 3

Unit 3 explored 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 in which several philosophers have endeavoured to answer the question of how we should live

- Unit 3 Texts

A collection of extracts from a kaleidoscope of different philosophers, both ancient and modern: Plato, Aristotle, Cicero, Nietzsche, Mill, de Beauvoir, Weil, Singer, Allen, & Wolf. (Phew! but most of them are only short extracts.)

## Unit 4

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

- Unit 4 Texts

A shorter list of texts than unit 3, with Mill, Clifford and Peirce from the 19th century, and the Frickers (Elizabeth and Miranda) and Nguyen from the 21st. (Again, mainly extracts.)

## **Assessments**

### Units 1 & 2

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

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: TBC

Are you fascinated by the differences between the generations? Are you intrigued by Criminology? Have you ever pondered 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 society.

Year 11

## Unit 1: Youth and Family

- Area of Study 1: Category and experience of youth

Students are introduced to the discipline of Sociology and the nature of sociological inquiry through the study of youth. The experience of being young and the definition of youth has varied across time as well as across space. Students will examine different experiences of youth across different generations in Australia and learn about fundamental sociological concepts and theories. As part of their study, students will learn how to use The Sociological Imagination, a mindset that allows sociologists to study groups of people in an unbiased and scientific way.

- 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 the influence of government policy and assistance on the experience of family. Students are introduced to comparative perspectives as a methodology in sociology. They apply this methodology to the experience of family and consider a range of experiences of family life that can be found in different cultures and societies.

## 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 four theories that sociologists have established to explain deviance: Emile Durkheim's functionalist theory, Travis Hirschi's elaboration of social control theory, the interactionist theory as developed by Howard S. Becker and the theory of Positive Deviance.

- 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

Australian Indigenous cultures are diverse and are comprised of a range of symbols, languages, values and norms. As students explore the meaning of culture, they consider examples from Victorian Koorie culture and wider Australian Indigenous cultures. Students become familiar with the concept of The Sociological Imagination and apply it to the study of Indigenous Australian peoples and cultures.

Students investigate past Australian policies that have sought to oppress and dispossess First Nations peoples of their history and culture, and evaluate the impact of Indigenous Australian resistance and contemporary policies on public perception and knowledge. Students analyse a range of 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 aspects of culture. Students investigate Australia's ethnic diversity and the factors influencing members of ethnic groups and their sense of belonging and inclusion in multicultural Australia. They consider a range of factors that may shape both belonging and inclusion such as responses to certain customs and traditions, media representations and political factors such as government policy or funding. Students complete a research report on a specific ethnic group using secondary sources and/or from primary research undertaken by the student.

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 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 by exploring the theories of Ferdinand Tonnies and Michel Maffesoli. Students evaluate a specific community experience with an emphasis on the varying levels of belonging to the group.

- Area of Study 2: Social movements and social change

In this area of study students investigate the concept of power. Students undertake a general exploration of the meaning, nature and purpose of social movements and their ability to achieve social change. When assessing the success of social movements, students draw upon the work of Erica Chenoweth. Chenoweth's research has shown that non-violent forms of civil disobedience are more effective in achieving desired social change. Students must also

investigate one specific social movement in detail. Students should investigate the way this social movement uses power in their attempt to achieve social change as well as identify the means used by the opponents of the social movement to prevent this change from occurring.

## 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 the final mark is 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

## French

Teacher Harriet Hutton (TBC)

### 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.

### Spending time in France

There is a strong expectation for those studying VCE French to spend up to a month living with a French family and attending a French school, usually in December at the end of Year 11. This can be done as an exchange (hosting a French student later in the year) or as a homestay visit. Alia College is lucky to have a 'sister school' *Archipel* in Drôme, in the South of France. 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 Social Media, Mobile Phones, and Music.

## 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 a comparison of French and Australian school systems.

### 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 focuses on the topics of Climate Change, Local and Global poverty, and French Culture. Formal Outcomes assess students’ skills, linguistic and cultural knowledge across different communication styles.

## Unit 4

This unit focuses on the prescribed theme “The World Around Us” and “The French Speaking Communities” including historical study of France under German Occupation in WW2. The second half of Unit 4 focuses on an in-depth study of a sub-topic, for example Immigration & Racism which forms the basis of 2 of the Unit’s assessment outcomes as well as half the discussion component of the VCAA oral examination in October. This subtopic 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%



## 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.

## Year 11 - 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 prescribed themes and topics, including comparisons of cultural differences (e.g. food, customs).

## Year 12 - 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 Japanese to all assessment tasks in Units 3 and 4.

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

## Latin

Teacher: Steph Zindilis

'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 six 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.

(Latin continued...)

## Assessment:

There are four 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!)

# General Mathematics

Teacher Remus Liu (TBC)

## Scope of study

In Victoria, this is the title for the mathematics which is the most applicable to real life. In comparison to Methods and Specialist, students tend to find the mathematics part a little easier, but it is by no means a 'bludge' subject! Hard work is still required to understand and practice the mathematical concepts. The benefit of undertaking General Maths is that if you're intending to do finance or statistics at university, you can learn some super useful skills that will apply to these areas.

Please note that 'General Maths' now refers to both 1&2 and 3&4 sequences. 'Further Maths' is no longer used.

## Year 11 - Units 1 & 2

Unit 1 and Unit 2 are composed of 4 Areas of Study each.

- Unit 1
  - Data analysis, probability and statistics (data distributions)
  - Algebra, Number and Structure
  - Functions, relations and graphs (linear functions)
  - Discrete mathematics (matrices)
  
- Unit 2
  - Data analysis, probability and statistics (relationships)
  - Discrete mathematics (networks)
  - Functions, relations and graphs (non-linear functions)
  - Shape and measurement

## Assessment

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

Assessment strategies might include review of study notes, problem-solving booklets, tests and modelling tasks, and these tasks could assess all three outcomes at once, or a combination thereof. A S or an N can be given based on whether the outcomes have been demonstrated (and this does not always mean a mark on a test).

(General Maths continued...)

## Investigations

Two mathematical investigations will be completed, one during Unit 1, and one during Unit 2.

This comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study. The investigation is incorporated in the development of concepts and can be used to assess the outcomes.

There are three components to mathematical investigation:

- Formulation

Overview of the context or scenario, and related background, including historical or contemporary background as applicable, and the mathematisation of questions, conjectures, hypotheses, issues or problems of interest.

- Exploration

Investigation and analysis of the context or scenario with respect to the questions of interest, conjectures or hypotheses, using mathematical concepts, skills and processes, including the use of technology and application of computational thinking.

- Communication

Summary, presentation and interpretation of the findings from the mathematical investigation and related applications.

## Year 12 - Units 3 & 4

General Mathematics Unit 3&4 expands on topics studied in Unit 1&2. Unit 3 comprises 'Data analysis and Recursion and financial modelling', and Unit 4 comprises 'Matrices and Networks and decision mathematics'.

- Data Analysis

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

- Recursion and financial modelling

Students will go through content using technology to model and analyse a range of financial situations such as the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

- Matrices

Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

- Networks

Students cover the relationship between matrices and networks, different problems involve the application of networks, and perform analysis on critical paths and crashing problems.

### Assessments

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

### **Assessment**

- Unit 3 School-assessed coursework:  
24% (1 Application task and 1 Modelling or problem-solving task)
- Unit 4 School-assessed coursework:  
16% (1 Application task and 1 Modelling or problem-solving task)
- Unit 3 and 4 examination I: 30%
- Unit 3 and 4 examination II: 30%

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

## Mathematical Methods

## 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

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

## Assessments

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

## 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.

### Area of Study 1

- Functions, relations and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry.

### Area of Study 2

- Algebra, number and structure

In this area of study students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms.

### Area of Study 2

- Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

### Area of Study 4

- Data analysis, probability and statistic

In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions.

### Assessment

- Unit 3 School-assessed coursework: 20%
- Unit 4 School-assessed coursework: 20%
- Unit 3 and 4 examination: 20%
- Unit 3 and 4 examination: 40%

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



# Specialist Mathematics

Teacher: Athil Goonesekera

## Description

### Year 12 - 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.

#### Area of Study 1 - Discrete mathematics, Logic and proof

In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction.

#### Area of Study 2 - Functions, relations and graph

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

#### Area of Study 3 Algebra, number and structure, Complex numbers

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

#### Area of Study 4: Calculus

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations.

#### Area of Study 5 Space and measurement

In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and Cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and Cartesian equations of lines and planes.

#### Area of Study 6 Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

## Assessment

- Unit 3 School-assessed coursework: 20%
- Unit 4 School-assessed coursework: 20%
- Unit 3 and 4 examination: 20%
- Unit 3 and 4 examination: 40%

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

# SCIENCES

## Biology

Teacher Mark Ma (TBC)

### 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). Studying Biology provides a jumping off point for many areas of further study, such as zoology, microbiology, genetics, biochemistry, anatomy, immunology and many more.

### 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 organisms regulate their functions?

This unit looks at some of the challenges to an organism in staying alive and reproducing. Students examine the cell as the structural and functional unit of life, from the single-celled to the multicellular organism, and the requirements for regulating their internal environment in response to the external environment. Students also examine the cell cycle, the process by which cells grow and reproduce, as well as when the process goes wrong, leading to cancers. Students then discover how bodily systems work together in both animals and plants, leading to a student-led investigation into how organisms function.

#### Unit 2: How does inheritance impact on diversity?

In this unit, students learn about genetics to explain the inheritance of characteristics. Predicting patterns of inheritance and understanding the nature of inheritable traits leads to understanding about different reproduction strategies, as well as the nature of biodiversity and ecosystem health. Aboriginal and Torres Strait Islander perspectives on the interdependencies between species are considered in this unit. Students conclude their Unit 1&2 sequence by exploring and communicating a response to a modern biological issue.

#### Unit 1 & 2 Assessment

Year 11 Biology is assessed through a variety of tasks designed to help students demonstrate the outcomes. 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 focuses on the details of the relationship between proteins and DNA, as well as how DNA is translated into a functioning protein. Following on from their understanding of DNA, students examine techniques used to manipulate DNA, as well as how these techniques have been developed to solve a

variety of problems facing the world today. Students then consider the biochemical pathways cells use to maintain life, namely photosynthesis and cellular respiration, and how biotechnology uses these processes to provide more food for the world.

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

In this unit students consider how our body responds to the various pathogens it comes across, including barriers, the innate immune response, and the adaptive immune response. Students then learn about how disease has challenged humans over time, including how the arrival of British colonists affected the health of the indigenous people, and how vaccination programs operate and succeed. Following from this, students then investigate how genetic diversity changes over time, looking into fossils, molecular homology, and DNA evidence. This unit includes learning about the migration of Aboriginal and Torres Strait Islanders to Australia, and their connection to Country and Place.

A student-led investigation and writing of a scientific poster takes place during the 3&4 sequence - topic and timings will be decided by myself, in collaboration with the students.

#### Unit 3 & 4 Assessments

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

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

# Chemistry

Teacher Amalina Azman (TBC)

## Scope of Study

Have you ever wondered how an atom can change an entire molecule which in turn can change the colour, smell and texture of a substance? Chemistry allows us to 'see' the invisible things and helps us make sense of our visible world. Essentially, VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

An important feature of VCE Chemistry is the opportunity for students to develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

## Structure

The study is made up of four units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

### 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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students will undertake a research investigation into a sustainable production or use of a selected material. There are 2 outcomes for Unit 1.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Students will design a scientific investigation at the end of this unit. There are 3 outcomes for Unit 2.

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. There are 2 outcomes for Unit 3.

### Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. There are 3 outcomes for Unit 4.

### **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: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-Year examination: 50%

# Environmental Science

Teacher Chris Bates (TBC)

## 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. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future. Studying Environmental Science is a wonderful starting point for further study in land management, ecology or even agriculture.

## 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 dynamic systems interconnected to support life?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

### Unit 2 – What affects Earth’s capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth’s air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

## Assessment

Year 11 Environmental Science is assessed through a variety of tasks designed to help students demonstrate the outcomes. 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 important for human health and well-being. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic animal or plant 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 climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

### 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 TBC

## Description

### Year 11

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

- Unit 1: Understanding health and wellbeing
  - Area of Study 1: Concepts of health
  - Area of Study 2: Youth health and wellbeing
  - Area of Study 3: Health and nutrition
- Unit 2: Managing health and development
  - Area of Study 1: Developmental transitions
  - Area of Study 2: Youth health literacy

### 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
  - Area of Study 1: Understanding health and wellbeing
  - Area of Study 2: Promoting health in Australia
- Unit 4: Health and human development in a global context
  - Area of Study 1: Global health and human development
  - Area of Study 2: Health and the sustainable development goals

### 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 (TBC)

“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.

## **Structure**

The study is made up of four units:

Unit 1: How is energy useful to society

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

Unit 3: How do fields explain motion and electricity?

Unit 4: How have creative ideas and investigations revolutionised thinking in physics

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Unit 3: How do fields explain motion and electricity?

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

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

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

**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 Physics the student's level of achievement will be determined by School-Assessed Coursework as specified in the VCE Physics study design and external assessment.

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

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 20%
- End-of-Year examination: 50%

# Psychology

Teachers Sophie Scott (TBC)

## Description

In Psychology, students discover the links between thought, emotion and behaviour. Students investigate the wide array of factors that influence human behaviour, including biological, psychological and social factors, and apply their learning to everyday situations. Students find that they gain a better understanding of themselves and how their thoughts and emotions shape their behaviour, and enjoy exploring the complexity of the brain and nervous system, memory, sleep, the concept of prejudice, neurodiversity, mental health, and the impact of stress.

## 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?

This unit covers how people develop through their life, socially, emotionally and cognitively, examining the effects of hereditary and environmental factors on development. The biopsychosocial model is introduced to help consider psychological development and mental health. Neurodiversity and the concept of 'normality' and neurotypicality is investigated as a way of exemplifying the natural variation in brain development. Students then learn about the structure of the brain and all the different functions it can perform, as well as what happens when there is an acquired brain injury and the impact of consistent head trauma in developing chronic traumatic encephalopathy (CTE).

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

In this unit, students investigate the role that society plays in shaping how we perceive people as well as behaviour towards others. Students learn how groups will behave in different contexts, discussing obedience and conformity, as well as the development of independence and anti-conformity. Students examine how stereotypes are formed and how it can lead to prejudice, discrimination and stigma in society towards marginalised groups, as well as how to reduce these. Students also discuss perception in general, and how different biological processes work to sustain our attention and navigate our world. Students look at the example of visual and gustatory perception, and how it can be altered through illusions.

## 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?

In Unit 3, students examine in more detail the nervous system and how it functions at the cellular level, including the role of neurotransmitters/neuromodulators like glutamate, serotonin, dopamine and gamma-amino butyric acid (GABA) and their effects on neurons. Students look at how neurons form connections and how they maintain pathways in the brain over time (as well as when they are cut to make way for new ones). Students investigate the nervous system's response to long-term stress, discussing different models of explaining the stress response at the cellular level and the way it shapes behaviour, as well as how to cope with stress and improve mental wellbeing. Students also investigate how these processes enable memory formation and learning, including everything from classical conditioning, observational learning and traditional methods such as songlines and narratives. Biological, social and cultural factors are examined in the encoding, storage and retrieval of memory.

### Unit 4 – How is mental wellbeing supported and maintained?

In this unit, students discuss how sleep can be critical to mental wellbeing. Students investigate the biological process of sleep and circadian rhythms and how these change over one's lifetime. The role of rapid eye movement (REM) sleep and non rapid eye movement (NREM) sleep are discussed and how these phases are regulated by melatonin. Students are introduced to the idea that sleep is the brain's way of repairing itself, and how sleep deprivation can be akin to other altered states of consciousness, such as alcohol intoxication. Students investigate how chronic sleep deprivation can affect functioning, as well as ways to improve sleep quality, such as sleep hygiene and the impact of increased blue light in society. Students then learn about mental wellbeing in general, with specific reference to phobias and anxiety. Students look at a specific phobia through the lens of biological, psychological and social factors that lead to its development and subsequent treatment.

Note: During the 3&4 sequence, students undertake a practical investigation and create a scientific poster of their findings and conclusions. Timings and topics are decided upon in collaboration with the teacher.

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

# Physical Education

Teacher Amalina Azman (TBC)

## 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

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

### Unit 2: Physical activity, sport and society

In this unit, students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

## Year 12

### Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

### Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

### *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

## 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

## 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!

# VCE VM SUBJECT INFORMATION

## Literacy

Teachers - TBC

### Course Description

In this subject, you will improve your reading, writing, speaking and listening skills in a broad variety of situations, so that you can collect and share information effectively.

You will analyse and interpret print, visual, spoken, digital and multimedia information, improving your ability to understand and create effective communications.

This subject will help you develop confidence in your written and spoken communication skills. This will prepare you to succeed in a variety of settings, including at work.

## Numeracy

Teachers - TBC

### Course Description

In this subject, you will develop logical thinking and reasoning, and the ability to solve everyday problems. You will explore math theories, covering numbers, measurement, shapes, and data.

You will strengthen your numeracy skills and apply this to real-world scenarios. You will learn to apply this knowledge in daily tasks, work, and the community.

Numeracy will prepare you for many important parts of life, such as personal budgeting, comparing purchase options, meeting tax requirements and planning.

## Work Related Skills

Teachers - TBC

### Course Description

This subject helps you succeed in the rapidly changing world of work and study. You will explore different career options, develop a career action plan, and build job-seeking skills.

You will learn about healthy and safe workplaces, your rights at work, and how to support the people you work with. You will build communication and teamwork skills and learn how to negotiate important workplace relationships.

You will also identify your personal strengths and learn how to promote these in applications and interviews. You will create a professional portfolio for further education and job applications.

## Personal Development Skills

Teachers - TBC

### Course Description

In this subject, you will learn how to play an active role in your community. You will also create a deeper understanding and sense of your identity and your place in the world.

You will explore how communities work together on a local, national, and global scale. You will apply this by planning a project to help your own community, in a group with other students.

This subject will also help you learn about and build your emotional intelligence, social awareness, and leadership qualities. These relationship skills will help you succeed in the workplace, in further learning like university or TAFE, and in your personal life.

# 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	No	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.
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	No	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 their 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 they 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 on the computer.