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PREAMBLE

“Learning is a consequence of good thinking.”
Professor David Perkins, Harvard Graduate School of Education

School is primarily a place for learning: learning how to get along with others, learning how to function in society and learning the body of knowledge and skills that educated individuals in our society are expected to have. Of course, this learning occurs in all that we do in life, not just at school, but a great school provides rich opportunities to learn from others in depth and with purpose.

This booklet outlines the courses that the students study and the resources available to assist them, as they develop to be resilient, resourceful, mindful, insightful and confident young women, engaging fully and responsibly in the society they live in.

The curriculum offers a diverse range of subjects and extensive flexibility for individual pathways. The strategies in each subject encourage students to think critically and creatively, to develop global awareness and to work collaboratively to establish the skills needed for life-long learning. In Years 10-12, students prepare for VCE and life beyond school. Over 100 VCE units are offered and there are opportunities to take VET modules and first year university enhancement subjects.

Many VCE Studies at Units 3 and 4 build on the material covered in Units 1 and 2. However, there are some studies where Units 3 and 4 are accessible without this background (on pages 5 and 6).

Supporting your daughter’s learning

Learning is the result of actions and effort on the part of the student and the School aims to provide the environment to maximize the learning that happens. Our curriculum includes thinking skills and study skills and resources including the Advanced Learning Centre, the SIRC, the School Psychologist and extensive provision and support for Information and Communication Technologies.

A student’s mindset has a profound impact on her learning. Some students have a deep belief that their abilities are fixed. They may identify themselves as “smart” or “dumb”. Carol Dweck names this the “Fixed Mindset”. It is not hard to imagine how the fixed mindset limits learning opportunities.

Other students have a different understanding. They believe that if they put in effort they will get better at what they are trying to do. They have what Dweck defines as the “Growth Mindset”. Students with a growth mindset are open to learning, will put in the effort required and will not give up when they experience setbacks. This is what we aim to build and reinforce at Strathcona by believing in all students as learners and praising their efforts.

The girls enter each subject at different levels for a range of reasons. We aim to provide the right level of challenge for each student. Success is when a student can do or understand something new today that she could not do yesterday, a step on the path to “bring out her best.”
CAREER PLANNING

Career planning is an essential part of the process of subject selection

We encourage students to plan a VCE course around their career interest area and personal strengths. They also need to be aware of the requirements for entry into tertiary institutions when making subject choices for VCE.

There are a number of resources available at Strathcona to support these decisions.

- **Careers Room Staff and Resources** - current information about all tertiary institutions is available through a range of events, information sessions and through information in the Careers Room. Students are encouraged to make use of this information to collect important course details for decisions about their futures.

- **Students from Year 10 to Year 12** are able to make appointments with the Careers Advisor, Mr Duncan, to discuss career interests, subject selection and tertiary courses.

- **Careers Testing** – students can access an online career test – ‘Career Voyage’, via the schools login, and all students sit the Morrisby Test in Year 10, the results of which are presented in a booklet and provides a comprehensive and wide ranging measure of an individual’s abilities and preferences. Also included are a range of career suggestions that can be used to assist in VCE course selection.

- A weekly **careers newsletter** providing information on current course and career information and upcoming events, that is available online on the Blackboard site.
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<td>One Unit 1 and one Unit 2 required</td>
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<td>Science A or Science B</td>
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<td>Biology 1 &amp; 2</td>
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| Sports Science |         | Chemistry 1 & 2 | ![](bi:Chemistry 3 & 4)
| Biology 1 & 2 |         | Physics 1 & 2 | ![](bi:Physics 3 & 4)
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| Legal Studies 1 & 2 |         |         |         |
| Geography |         | Geography (one of) |         |
| Geography (one of) |         | People & Places |         |
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# years 10-12 curriculum guide

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**KEY:**
- ☐ Units 3 & 4 that may be appropriate for acceleration for some students
- **Bold** Core subjects
- Year 10 students study three electives per semester.

**HIGHER EDUCATION STUDIES:** Applications for entry to these subjects will be open in Term 4 for students in Year 11. They are subject to University entry requirements.

**VET (VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS)** A range of studies are available such as Community Services and Applied Fashion Design and Technology. The students’ timetables and commitments will determine their ability to access courses. A separate application process is involved. Additional costs may be incurred.

All offerings are subject to student demand and timetable requirements.

To maximise student opportunities some Year 11 studies (eg. Economics, Physical Education and Psychology) may run either Units 1 or 2 rather than both.
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Art

For those students who are intending to continue with Art in Years 11 and 12, it is strongly recommended they take either 2D Art for the whole year or 2D Art for Semester 1 and 3D Art for Semester 2. For students intending to do VCD in Years 11 and 12, it is strongly recommended that both Design 1 and Design 2 be chosen at Year 10 as a preparation for VCE VCD.

2D Art

Students are introduced to 2 Dimensional art production techniques and concepts which will enable them to create a number of expressive and perceptive artworks. They will be required to maintain a visual and written record of their exploration and conceptual development. Through the study of relevant artists and the application of Analytical Frameworks, students will form personal opinions about particular artworks and art movements.

Purpose

Students are introduced to the Analytical Frameworks and how to apply them to their own works and other artists’ works. They will research different types of art forms and techniques from a range of contexts, they will analyse the design, techniques and meaning of art works. They will develop informed opinions and be able to enjoy creating and looking at artworks.

Students are re-introduced to the Design Process; they will explore and use a variety of sources for inspiration, drawing upon other artists’ work, as well as their own experiences, observations and imagination. They will trial a number of possible solutions to a topic. They will complete a range of drawing exercises using various media and techniques. Students will complete a number of artworks using different media and 2D techniques. These could include Painting, Drawing, Printmaking, Mixed Media and Digital Imaging.

Features

- Maintain a workbook to record studio experience
- Practical activities and finished artworks
- Research tasks

3D Art

In this unit students are introduced to various 3 Dimensional art production techniques and concepts which will enable them to create a number of expressive and imaginative artworks. Students will be required to maintain a visual and written record of their exploration and conceptual development. Through the study of significant artists and the application of Analytical Frameworks students will form personal opinions about particular artworks and art movements.

Purpose

Students are introduced to the Analytical Frameworks and how to apply them to their own works and other artists’ works. They will research different types of art forms and techniques from a range of contexts, they will analyse the design, techniques and meaning of art works. They will develop informed opinions and be able to enjoy creating and looking at artworks.

Students are re-introduced to the Design Process; they will explore and use a variety of sources for inspiration, drawing upon other artists’ work, as well as their own experiences, observations and imagination. They will trial a number of possible solutions to a topic. Students will complete a number of artworks using different media and 3D techniques. These could include Mixed Media, Sculpture, Textiles and Ceramics.

Features

- Maintain a workbook to record studio experience
- Practical activities and finished artworks
- Research tasks
Year 10 Design 1 and 2

The Art Department offers two-one semester elective units of Design at Year 10. In Design, students are introduced to various design production techniques and concepts which will enable them to create a variety of image based communications. They will be required to maintain visual and written records of their design processes and conceptual development. Through the study of source material, relevant designers and design movements students will form personal opinions and an ability to analyse the function of contemporary and historical visual communications.

Design 1
- Re-introduction to the Design Process, Sourcing inspiration, documentation, designing, trialling, evaluating
- Students are introduced to several different drawing systems of Paraline and One and Two-Point perspective
- Students are introduced to a variety of rendering techniques
- Students are introduced to Photoshop and Illustrator
- Students complete a number of worksheets on relevant designers, historical and social context.

Design 2
- Re-introduction to the Design Process, Sourcing inspiration, documentation, designing, trialling, evaluating
- Students are re-introduced to Paraline and One and Two-Point perspective, with an emphasis on 3D constructions
- Students make models
- Students work with Photoshop and Illustrator
- Students complete a number of worksheets on relevant designers, historical and social context.

Purpose
Students will explore and use a variety of sources for inspiration, drawing upon other designers’ work, as well as their own experiences, observations and imagination. They will trial a number of possible solutions to a topic. Students will make a range of finished works combining and manipulating design elements and principles. They will use a range of media and techniques with increasing skill. Students will research different types of image based communications from a range of contexts, they will analyse the design, techniques and meaning of the works. They will develop informed opinions and be able to enjoy creating and looking at image based communications.

Features
- Maintain a workbook to record studio experience
- Practical activities
- Create a number of finished works
- Research tasks
Christian Education

The curriculum plan is to provide a platform to engage in interfaith discussion in relation to Christianity, Judaism, Islam, Hinduism and Buddhism. Students will be introduced to these main world religions through multimedia presentations and class discussions. They will identify the features common to religions, especially the eight aspects of religion and discuss the contributions religion has made to the development of human society. Students will have an opportunity to participate in the Building Bridges Program (Interfaith Dialogue in Melbourne schools) where they will share their religious experiences and beliefs with other students.

Topics

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<td>The Aspects of Religious Belief</td>
<td>Buddhism</td>
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<tr>
<td>Christianity</td>
<td>Islam</td>
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<tr>
<td>Hinduism</td>
<td>Geographic distribution of religions</td>
</tr>
<tr>
<td>Buddhism</td>
<td>found throughout the world today</td>
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<tr>
<td>Easter Reflection</td>
<td>Building Bridges Program (optional)</td>
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<table>
<thead>
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<td>Islam</td>
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<td>Judaism</td>
<td>Christianity</td>
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<tr>
<td>Building Bridges Program (optional)</td>
<td>Christmas Reflection</td>
</tr>
</tbody>
</table>

Purpose

To identify and be able to describe common features and characteristics of several main world religions. To appreciate the nature and purpose of religion, past and present. To value the contributions, both positive and negative, of religion in general to the development of human society. To value and understand the place of Christian belief and practise and its contribution to our community.

Features

- Multimedia presentations
- Whole class and small group discussion
- Annotated charts
- Analytical exercises
- Written exercises
- Mini test
- Building Bridges Interfaith Dialogue (optional)
- Guest speakers

Assessment

Completion of set tasks for each religion analysed.
Students who successfully complete three assessment tasks for VCE Unit 1 - Religion in Society, Outcomes 1, 2 and 3 qualify at the conclusion of Year 10 for a Satisfactory (S) result.
Combined Arts

Most performers – in public speaking, drama, music, movement or sport - have been inhibited by nerves at some time or another, and many top performers have been paralyzed by them at times, yet their creativity and reputation triumphed. This course is designed for students who would like to feel confident when performing – whether performing music, poetry, public speaking, or anything else that requires one to stand in front of an audience. This course develops skills in how to prepare for a confident performance, changing performance tension into vital energy.

The first part of the elective identifies the problem and symptoms of fear and the reasons behind the fear. Brainpower is discussed and some positive strategies put forward. The second part of the elective offers solutions – how to perform to the best of your ability, how to prepare physically. Specific situations are also covered.

This study is for one semester.

### Topics

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<thead>
<tr>
<th>Term 1</th>
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<td>Class performance (1) and analysis</td>
<td>More Brain Gym techniques</td>
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<td>Introduction to Brain Gym techniques</td>
<td>Visualization</td>
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<td>Visualization</td>
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<td>Centering</td>
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<tr>
<td>As for Term 1</td>
<td>As for Term 2</td>
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</tbody>
</table>

### Purpose

This study is designed to develop:
- Confident students
- An enjoyment of performing to and communicating with an audience, large or small
- The ability to analyse a less successful performance and turn it into a learning tool rather than carrying it into the next performance as a negative
- The ability to place oneself ‘in the flow’ when preparing for a performance and when actually performing
- Strategies to ensure physical and mental preparation for peak performance

### Features

- analysis student’s own performances and those of others
- identifying fears before and during performance
- analysis of self-talk
- Brain gym
- Visualization / centering techniques

### Assessment

- 3 performances – from area of interest eg public speaking, musical performance, dance, gym
- essay/report
- folio – personal preparation techniques, analysis of performances (self and others) and reflections
Commerce: Dollars and Sense

Area of study 1 'Introduction to Australia's economy and financial literacy' looks at the roles of the key players in the economy and students will consider what type of economy Australia has. Students will study how markets operate, how they can often fail and how the sharemarket can be used as an investment vehicle. Economic issues such as the changing nature of work, the mining boom, and the social consequences of gambling addiction are discussed. Students are introduced to the importance of and strategies available for saving and investing.

Area of study 2 'Getting into business and entrepreneurship' looks at the skills and qualities required of successful business owners and the options available to those considering 'getting into business'. We look at how businesses record their financial progress using basic accounting reports.

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<tr>
<th>Topics</th>
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<td>Financial literacy</td>
<td>Getting into business and entrepreneurship</td>
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<td>An introduction to accounting for small</td>
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<tr>
<td></td>
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<td>business</td>
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</tbody>
</table>

Purpose

To develop an understanding of the allocation of resources in Australia's market capitalist economy and to help students understand their roles, rights and responsibilities as consumers, producers, savers, investors and workers. We seek to help students develop enterprising behaviours and capabilities that can be transferable into life and career opportunities. We aim to make sense of the world through investigating and developing an understanding of the Australian economy and its interactions and relationships with the global economy, in particular, the Asia region.

Features

- Speak to people from the business community
- Hear from retired people about the changing nature of work
- Play the sharegame and learn how to (and why) invest
- Track your spending and prepare a budget
- Communicate ideas and debate topics
- Monitor economic issues and policies
- Investigate the impact of economic growth on ecological sustainability

Assessment

1. Oral presentation or iMovie on an 'economic issue and policy response'
2. Topic tests
3. Case studies
4. Folio
5. Examination
**Commerce: Powerful People**

Area of study 1 *'An introduction to our legal system'* looks at the purpose of our criminal and civil laws, the effects of crime on the community and investigates specific laws impacting on young people.

Area of study 2 *'Australia's parliamentary democracy'* looks at how government is chosen in Australia and the roles of parliament. We do this by investigating key domestic and global political issues.

**Topics**

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<thead>
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<tr>
<td>Australia's parliamentary democracy and the</td>
<td>An introduction to Australia's legal system</td>
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<tr>
<td>importance of active citizenship</td>
<td></td>
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</tbody>
</table>

**Purpose**

Powerful People challenges students to learn more about the structure of government in Australia and the nature of our legal system. We investigate different perspectives on domestic and global political issues and learn how citizens can influence public policy and our laws.

**Features**

- Speak to people who are involved in community groups
- Discuss local, national and global issues
- Investigate the values upon which Australia's democracy is based - including multiculturalism, active citizenship, respect for diversity and the rule of law
- Undertake inquiry and research and in doing so develop skills in data collection and critically-evaluating
- Communicating ideas and debating issues
- Monitoring policies and decisions

**Assessment**

1. Oral presentation or iMovie on a 'powerful person'
2. Inquiry and report on a global or national issue
3. Topic tests
4. Case studies
5. Folio
6. Examination
Drama

Semester 1: Play Production
This unit focuses on the interpretation of a play script or excerpts for production to an audience. It considers the actor as part of a carefully planned and presented process. It also involves the students selecting one area of stagecraft from the following: set, props, costumes, lighting, sound, direction, multimedia, makeup, promotions, dramaturgy and stage management. Students will be involved in BOTH stagecraft and acting roles in the development of a play script/s for performance. Students must attend at least ONE professional performance from a recommended list and write an analysis of the performance. They are encouraged to attend a range of performances on their own.

Semester 2: The Actor
This unit focuses on the actor as both creator and performer. Students will create their own group performance, duologue performance and solo performance based on set stimulus material and scripts provided by the teacher. This course also includes developing an understanding of Theatre History, a variety of performance styles and the conventions or customs associated with these styles.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Study 1: Play Production Planning and Development</strong>&lt;br&gt;Students will commence the play production process. They will be responsible for an acting role and one area of stagecraft.</td>
<td><strong>Play Production Development, Production Season and Performance</strong>&lt;br&gt;Students will continue the production development process through to production season and performance to an audience</td>
</tr>
<tr>
<td><strong>Area of Study 2: Performance Analysis</strong>&lt;br&gt;Students will attend a professional theatrical production and describe and evaluate the use of stagecraft in the performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Study 1: Ensemble Performance</strong>&lt;br&gt;Students will work collaboratively on developing a non-naturalistic performance on a given stimulus.</td>
<td><strong>Area of Study 3: Monologue Performance</strong>&lt;br&gt;Each student will choose a character from the VCE Theatre Studies Monologue examination list and create a 7 minute Monologue for performance</td>
</tr>
<tr>
<td><strong>Area of study 2: Performance of a Duologue or Short Scene.</strong>&lt;br&gt;Scripts will be selected from a range of Shakespearean text that will include both Shakespearean Comedy and Tragedy</td>
<td></td>
</tr>
</tbody>
</table>

Purpose

Semester One.
To give the students the opportunity to gain expertise of presenting a fully-fledged drama production for performance to an audience. They will be responsible for all areas of the production process and gain expertise in acting and also gain expertise in another area of stagecraft. The course also aims to expand the students’ experience of live theatre.

Semester Two.
To widen the students understanding of a range of theatrical styles, particularly non-naturalistic theatrical styles and conventions. Concurrently to broaden the students skill to incorporate a wider range of conventions into their performances. To provide the students with the opportunity to imaginatively explore stimulus material and work collaboratively to create and develop a non-naturalistic piece of theatre. To broaden their skills and confidence as performers by developing the expertise to perform as a pair and eventually solo in front of an audience.
Features

- Students will work collaboratively on the interpretation and performance of a play script for performance.
- Students will be responsible for all stages of the production process: production planning, production development, production season and performance.
- Students will all be responsible for auditioning, researching, analysing, developing and performing a role to an audience.
- Students will be responsible researching, gaining expertise and applying an area of stagecraft for the production.
- Students will research and gain an insight into a specific period of theatre history.
- Students develop an understanding of the performance styles and associated theatrical conventions inherent in the play/s selected for performance.
- They are responsible or excerpts from play script/s utilising the appropriate.
- Collaborative decision making to create and develop an ensemble performance.
- The study of Non Naturalism will be integral to the work developed during the ensemble performance.
- Application of expressive skills and appropriate performance styles and theatrical conventions to present Non Naturalistic Duologue or Scene for performance.
- Students will select a Shakespearean duologue or short scene to develop into a performance. The performance will be in front of an audience. It will be videotaped for analysis and evaluation purposes.
- Development and performance of monologue.
- Provides workshops to develop and strengthen a range of skills used by actors, including the expressive skills of voice, movement and gesture.
- Students’ appreciation and experiences of professional theatre will be broadened.

Assessment

- Acting and the application of stagecraft will be assessed through the four stages of the production process
- Development of a Stagecraft folio documenting the design process over the four areas of the production process
- Performance analysis of a professional theatre performance
- Development and presentation of characters within an ensemble performance
- Performance of a Shakespearean duologue or short scene
- Monologue performance examination.
English

The English Learning Area involves learning about English language, literature and literacy. These three interrelated strands of learning form the core of the English curriculum as mandated in the Australian Curriculum at every level of secondary school.

Through studying these interrelated strands students learn to listen, speak, read, view, write and create increasingly complex and sophisticated texts with accuracy, fluency and purpose. The study of English helps create confident communicators, imaginative thinkers and informed citizens who learn to analyse, understand and build relationships with others and the world around them.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature text to be advised</td>
<td>Context study of ‘Encountering Conflict’ studying a range of poetry, short stories, media articles and excerpts from novels in a booklet provided by the School.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of William Shakespeare’s ‘Macbeth’</td>
<td>Continuation of the Context study of ‘Encountering Conflict’ studying a range of poetry, short stories, media articles and excerpts from novels in a booklet provided by the School.</td>
</tr>
</tbody>
</table>

Purpose

Students are encouraged to come to an explicit understanding and appreciation of the nature of the English language and how it works to create various kinds of meanings across a variety of contexts. The importance of engaging with the ideas of others, with texts of all types, with people around her and with the wider world in the most general sense is fostered. In a manner peculiar to English, the student is afforded the opportunity to engage with herself as an individual, with others, and with social and cultural contexts, both her own and that of others.

Features

- to foster a love of language and literature through introducing students to a range of texts, encompassing classic works in the main genres and contemporary texts drawn from a wide range, including contemporary film, media and multimodal texts. Thereby developing the skills of comprehension, interpretation, and evaluation.
- to facilitate the acquisition of personal skills in reading, writing, speaking and listening through regular and varied practice, emphasising accuracy, flexibility, breadth and appropriateness to encourage initiative and self-reliance in the use of language and the exploration of texts and ideas.
- to empower students by encouraging a metalinguistic and metacognitive awareness of themselves as language users and as thinkers, to hone the skills of logical and critical thought.
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources.
- to practise the use of different media for communication, exploring the different conventions attached to these.

Assessment

A range of assessment tasks are provided and students are encouraged to develop a sense of their own strengths and weaknesses and indeed their own inclinations and predilections, across the range of intelligences and thinking styles.

- analytical and creative writing
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences
- students who choose to take the ESL elective are expected to sit for the ESL examinations held in June and November.
Year 10 English Electives

Journalism

The course will introduce students to the main principles of journalism. It is designed for students who have an interest in the media and would like to learn some of the strategies and skills that are used in the media to target and communicate to an audience. The course further develops critical reading skills, writing skills (both creative and analytical), oral communication, analytical viewing skills and Information and Communications Technology (ICT) skills.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purposes and features of newspapers</td>
<td>Role of the Press in a democratic society</td>
</tr>
</tbody>
</table>

Purpose

- The ability to investigate a variety of stories for publication
- The ability to write effectively in a number of styles: feature article, editorial, news report, sports feature, interview, human interest article, and reviews
- The ability to critically examine and analyse the ways in which the media uses words and images to misrepresent/show bias/manipulate the reader or viewer/generate interest or public concern/challenge those in power/question actions and decisions of governing bodies
- An understanding of the different ways in which media materials are constructed
- The ability to read and view closely and critically
- Interpretative and evaluative skills by analysing, synthesising, hypothesising, questioning and drawing inferences from media texts.

Assessment Tasks:
- writing of news articles, features, editorial and letters to the editor
- publication of a newspaper
- media project
- examination

Features

Students are involved in reading, writing and talking about issues and general human-interest stories that feature in media publications and television programs. Students investigate the different purposes of newspapers, and compile their own media texts. They consider the role the Press has in a democracy. They investigate the different roles the Press has had in key political events and the different Codes of Ethics of media organisations.

Assessment

- Students will write a range of media texts
- Students will produce a group newspaper
- Students will produce a 5 to 10 minute video, audio or ‘live studio demonstration’ in the style of a television news program or current affairs program; or complete a practical demonstration of another form of print or visual journalism. This Media Project requires an application of theoretical knowledge and understanding in a practical project of their choice.
Literature – The Power of Love

The course introduces students to a range of literary texts, thereby increasing their understanding of literary movements and traditions, genres and authors. Students develop their skills to interpret, analyse and think critically about texts. They respond to texts in creative and analytical ways, developing their ability to argue, defend and illustrate their ideas.

Topics

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Range of poetry; film study 'I am Sam'</td>
<td>Novel study 'Jane Eyre' Charlotte Bronte</td>
</tr>
</tbody>
</table>

Purpose

The course is designed for students who have a passion for literature and enjoy thinking deeply about the complex nature of humans and their relationships with others, as well as the places and times they inhabit. It is an engaging course that further develops many English skills. The course covers various kinds of literature - poetry, novels and fiction in films - and focuses on the ways in which literature re-creates and explores human experience.

Features

Students read and discuss a range of literary texts and reflect on the power of love in its various guises. They formulate and defend their own opinions and interpretations of poetry, a film and a novel. Students produce creative and analytical pieces and engage in the evaluation of critical commentary.

Assessment

Poetry:
Creative task: Writing a Shakespearean sonnet
Oral presentation: Interpretation and analysis of poem

Film study:
Analytical essay

Novel:
Passage analysis
Analytical essay

Semester examination:
Short answer task on poetry
Analytical essay on novel
Food Technology
Basic Cake Decoration (incl Food Preparation Skills) (Semester 2)

This semester of Food Technology is designed to encourage students to apply and extend their knowledge and skills in response to the challenge of producing their own design decorated cake. Students are taught basic principles of cake design and decoration and will work individually to design, produce and analyse a decorated cake gift for a friend. Students will evaluate their outcome and make suggestions for change. Having completed the cake assessment task, the students will spend the remaining time learning a variety of food preparation skills.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing, planning, making and decorating decorated cake</td>
<td>Students complete decorated cake</td>
<td>Remaining time - approx three practical sessions - food preparation skills</td>
</tr>
</tbody>
</table>

Purpose
Undertaking this subject will enable the student to gain the following skills:
- problem solving skills
- research using a variety of resources
- producing a miniature cake suitable for decoration
- a variety of cake decorating techniques
- a variety of skills in food preparation
- an appreciation of food presentation and styling techniques

Features
- producing a miniature cake for decorating
- covering cake with roll out icing
- adding colour to royal icing and roll out icing
- modelling roll out icing into decorative items for cake
- applying royal icing to cake using a variety of piping skills
- applying decorations to cake/presenting cake
- applying ribbon to cake where appropriate
- a variety of practical food preparation skills, depending on time remaining after production of cakes.

Assessment
Task 1 - decorated cake design
Task 2 - practical examination
Geography
The Global Citizen

In this subject students will examine various current issues in the world today and consider how citizens in the twenty-first century interact in the international community. The role of the global citizen will be studied along with the increased role of international non-government organisations (NGOs) and the growing power of transnational corporations (TNCs). By considering the extent to which the idea of an international community exists, students will investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. Students will study the causes of terrorist attacks throughout the world and the effect on global security. The role of the United Nations as an institution of global governance will be evaluated.

Questions considered throughout the semester will include: why was the September 11 terrorist attack on the World Trade Centre considered a day that changed the world? How can the world unite on a decision about healthcare, the environment and the current food and water crisis? Is the United Nations an effective international forum? It is an advantage for students to watch the news on TV and/or regularly read a newspaper when undertaking this course.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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</thead>
<tbody>
<tr>
<td>• The impact of globalisation on the</td>
<td>• Selected case studies of international</td>
</tr>
<tr>
<td>international community</td>
<td>conflict and instability (including terrorism</td>
</tr>
<tr>
<td>• The key global actors including</td>
<td>and border disputes)</td>
</tr>
<tr>
<td>institutions and global governance,</td>
<td>• Selected case studies of international</td>
</tr>
<tr>
<td>transnational corporations and non-</td>
<td>cooperation (millennium development goals and</td>
</tr>
<tr>
<td>governmental organisations</td>
<td>the current food and water crisis)</td>
</tr>
<tr>
<td>• The notion of global citizenship</td>
<td></td>
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<tr>
<td>responsibility</td>
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</tbody>
</table>

Purpose: Year 10 students study The Global Citizen to foster a sense of curiosity and interest in the current global political environment and a deeper understanding of the concept of global citizenship. The study aims to encourage students to think critically and to create an awareness of global conflicts. Students will develop an understanding of the complex interactions between the main global actors and the need for global cooperation to resolve third-agenda issues. Geography contributes to making students informed, responsible and active citizens.

Features: explain key global politics terms, analyse the role of key global actors, evaluate various events and decisions made in the current global political environment, research contemporary evidence, present information in a range of formats.

Assessment: Essay, test, media file, research report, examination.
Geography
People and Places

This human geography unit is composed of three sections: global population challenges, urbanisation and the structure of cities and a study of the tourism industry. Students consider the factors that affect global population distribution and growth. There is an investigation of urbanisation with a focus on Melbourne as a case study. The study of tourism explores trends in this dynamic industry and the impact on local economies. Students are required to undertake major project, planning and the costing of a 30-day holiday.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Population</td>
<td>Australia</td>
</tr>
<tr>
<td>Location and global population</td>
<td>Primate cities</td>
</tr>
<tr>
<td>Distribution</td>
<td>Population distribution</td>
</tr>
<tr>
<td>Human and physical factors that impact on global population density and distribution</td>
<td>Spatial inequality in urban areas</td>
</tr>
<tr>
<td>Introduction to human development.</td>
<td>Melbourne</td>
</tr>
<tr>
<td>Case Study India and mega city</td>
<td>City model theory</td>
</tr>
<tr>
<td>Mumbai</td>
<td>Melbourne's urban growth and city structure</td>
</tr>
<tr>
<td>Applying your skills.</td>
<td>Urban growth boundary and green wedges</td>
</tr>
<tr>
<td>Map descriptions</td>
<td>Melbourne 2030 plan.</td>
</tr>
<tr>
<td>Data interpretation and analysis of tables, maps and population pyramids</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Social, economic and environmental features of tourism</td>
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<td></td>
<td>Applying your skills.</td>
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<tr>
<td></td>
<td>Opportunity to conduct fieldwork, (for example at Beacon Cove, Port Melbourne) to collect and analyse data on urban renewal and consolidation</td>
</tr>
</tbody>
</table>

Purpose

Year 10 students study Geography to foster a sense of curiosity and wonder about the planet on which they live. The study aims to encourage students to think critically, to create an awareness of global issues and develop understandings of some of the complex interactions that impact on the Earth’s population. Geography contributes to making students informed, responsible and active citizens.

Features

Mapping skills activities, inquiry questions, problem solving, assignments, research, fieldwork, data collection and analysis, presenting information in a range of formats.

Assessment

Maps, fieldwork, research task, assignments, tests.
Geography
Resource Management

This course extends students’ understanding of how human and natural resources are managed and could be possibly managed in the future. The human resource that is studied is the chocolate industry and the extreme contrasts in living standards between those who consume chocolate and those who produce it. The concept of fair trade is a focus for this topic. The natural resource that is studied is water. Here the approach is more at a local level. Melbourne’s water catchment and its tributaries are studied. Ideas about global warming and its impact on local communities and environments are incorporated in this semester unit.

**Topics:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Development</strong></td>
<td></td>
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<tr>
<td>Standard of living in developed and developing countries</td>
<td></td>
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<tr>
<td>Trade</td>
<td></td>
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<tr>
<td>Concept of international trade</td>
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<tr>
<td>The impact of supply and demand on the price of a commodity</td>
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<tr>
<td>Case study Africa (chocolate)</td>
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<tr>
<td>Case study USA (corn)</td>
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<tr>
<td><strong>Water</strong></td>
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<tr>
<td>The Water cycle</td>
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<tr>
<td>Global phenomena El Nino and El Nina, ideas about global warming and climate change.</td>
<td></td>
</tr>
<tr>
<td>Impact on chocolate and corn supplies and trade</td>
<td></td>
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<tr>
<td>River system with a focus on Melbourne’s water catchment</td>
<td></td>
</tr>
<tr>
<td>Applying your skills. Site-based fieldwork. Collecting and analysing data from sites within Melbourne’s water catchment</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose**
What do you gain from studying this subject in a general sense?

Year 10 students study Geography to foster a sense of curiosity and wonder about the planet on which they live. The study aims to encourage students to think critically, to create an awareness of global issues and develop understandings of some of the complex interactions that impact on the Earth. Geography contributes to making students informed, responsible and active citizens.

**Features**
What types of things will you do in this subject?

Mapping skills activities, inquiry questions, problem solving, assignments, research, fieldwork, data collection and analysis, presenting information in a range of formats.

**Assessment**
Maps, fieldwork, research task, assignments, tests.
History

The Modern World and Australia. The Year 10 History course considers the history of the modern world and Australia from 1918 to the present. The key concepts include change and continuity, cause and effect, the use of evidence and understanding of the significance of events, individuals or groups. The course integrates opportunities to develop empathy and provides insights into different perspectives and historical interpretations. A visit to the Holocaust Museum is incorporated into the student experience. The major depth studies are World War 2, Rights and Freedoms (1945-the present) and Migration experiences (1945-the present).

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the period</td>
<td>Depth Study 2: The Globalising World</td>
</tr>
<tr>
<td>Timeline</td>
<td>The Migration experience</td>
</tr>
<tr>
<td></td>
<td>(1945 - present)</td>
</tr>
<tr>
<td>Depth Study 1: World War 2</td>
<td>Depth Study 2: Rights and Freedoms</td>
</tr>
<tr>
<td>Causes</td>
<td>(1945 - present)</td>
</tr>
<tr>
<td>Significant events</td>
<td>The Universal Declaration of</td>
</tr>
<tr>
<td>Holocaust Museum visit</td>
<td>Human rights</td>
</tr>
<tr>
<td>The Australian experience of war</td>
<td>An Australian context</td>
</tr>
<tr>
<td></td>
<td>Struggles for Civil rights in the US</td>
</tr>
</tbody>
</table>

Purpose

Students are expected to develop broad understandings of the reasons for change and continuity over time. They explore events and issues from the perspectives of different people and they consider ethical and moral issues in a historical context. Students are encouraged to frame inquiry questions to support effective research and to assess and analyse evidence. They have the opportunity to communicate their findings in a range of forms.

Features

Investigate significant historical issues, present arguments in discussions, build conceptual understandings, undertake research tasks, use a wide range of original sources, develop analytical, argumentative and essay skills. Visit the Holocaust Museum, visiting speakers and presentations.

Assessment

Maps, timelines, presentations, extended writing, essays, analysis and evaluation of sources, research.
History
China in Revolution

This course has a focus on the history of China from 1911 to late in the 20th century. It covers the nature and meaning of revolution, the collapse of the Qing dynasty, the revolution of 1911 and the struggle for control of China between the Nationalists and the Communists. Students consider the impacts of the Japanese invasion of China on the internal struggle for power and the social, cultural and economic changes that the Communist victory brought, including the Cultural Revolution.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Challenge of the West and the decline of empire</td>
<td>The Long March</td>
</tr>
<tr>
<td>What is a Revolution?</td>
<td>War with Japan</td>
</tr>
<tr>
<td>The Nationalists and the Communists</td>
<td>Civil War Again</td>
</tr>
<tr>
<td>Warlords and Civil War</td>
<td>Mao’s China</td>
</tr>
</tbody>
</table>

Purpose
This course provides valuable insights into the recent history of one of the great powers in the world today. Students will have opportunities to use a wide range of visual and documentary sources to develop their own understandings about issues. The knowledge and skills developed will provide a substantial background for VCE studies in History and Global Politics.

Features
Discussions, investigations, film and document analysis, research, presentations, creating a revolutionary newsletter, using and evaluating evidence.

Assessment
A variety of workbook tasks, creating graphic representations, document interpretation, assignments, presentations, an essay, a revolutionary newsletter.
ICT and Multimedia

Lights Camera Action (LCA) - Elective
This is a project-based course aimed at developing skills in: digital video production, project management, collaboration, design, research & communication. Students develop these skills through the production of various video projects. Each project adds more challenging skills onto foundation proficiencies. Students engage in skills to learn storytelling, filming, capturing and editing video. They also manipulate audio and produce video content for DVD and Internet use.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Video pre production</td>
<td>Family/Friends project</td>
</tr>
<tr>
<td>- Video production</td>
<td>- Research project</td>
</tr>
<tr>
<td>- Video post production</td>
<td>- VITTA Video Challenge</td>
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<tr>
<td>- About Me project</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday Project</td>
<td>STV Story 2</td>
</tr>
<tr>
<td>- STV Story 1</td>
<td></td>
</tr>
</tbody>
</table>

Purpose
Elective provides students with the opportunity to develop their video literacy skills. It gives them an understanding of video production as a 21st century communication tool and enhances life-long skills such as creative thinking, problem solving, communication, teamwork and story telling.

Features
The students learn how to plan a video production through storyboarding and scripting techniques. They learn the different roles of a film crew both on location and in a studio setting using industry standard production equipment. They learn a wide range of editing and production skills using industry standard software. They also learn how to communicate their stories via the Internet, DVD and other forms of communication media.

Assessment
Assessment includes a range of video projects about the students early life, their family and friends as well as a range of Strathcona news stories to be narrowcast on STV (Strathcona Television)

Web Design (Elective)

The aim of this single semester elective is to use software like Adobe Dreamweaver and Photoshop to help students develop an understanding of how to publish on the Internet and understand the impact of online communication in society.

Some of the skills and concepts taught in this elective include:
- Basic HTML
- An introduction to Adobe Dreamweaver
- Compressing images for Internet use
- Working with WordPress
- Working with CSS
- Researching the history, development and impact of the Internet on society

Topics

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic HTML</td>
<td>- Online forms</td>
</tr>
<tr>
<td>- WordPress blogs</td>
<td>- Impact of Internet on Society</td>
</tr>
<tr>
<td>- Intro to Dreamweaver</td>
<td></td>
</tr>
<tr>
<td>- Intro to CSS</td>
<td></td>
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<tr>
<td>- Basic Flash animation</td>
<td></td>
</tr>
</tbody>
</table>
Purpose
This elective provides students with the opportunity to develop their online publishing skills. It gives them an understanding of website design and production and enhances life long skills such as creative thinking, problem solving, communication, teamwork and story telling.

Features
The students learn basic HTML coding, how to use Adobe Dreamweaver and Adobe Photoshop to build website, a simple understanding of CSS (Cascading Style Sheets) as well as how to work with an online content managements system like WordPress. They also research how the Internet has impacted on society.

Assessment
The main web site projects include:
1) HTML basics
2) Dreamweaver project
3) Research task using a WordPress site

iDev (iPad App Development) Elective

This is a project-based semester long course aimed at developing skills in:
• App design and production (including coding basics, interface design and publishing)
• Project management
• Collaboration
• Design
• Research
• Communication

Students develop these key skills through the production of various App design projects. Each project adds more challenging skills to the foundation proficiencies.

Topics

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to software</td>
<td>Project 2</td>
</tr>
<tr>
<td>Project 1</td>
<td></td>
</tr>
</tbody>
</table>

Purpose
To help students engage in skills to learn simple coding, interface design, animation, adding music and sound effects and finalising an App for publication in the Apple App Store.

Features
• In particular, students would develop skills in:
  • The use of Software Development Kits (SDKs) and editors that aid the programming process
  • Simple programming
  • Interface design for mobile devices
  • Prototyping
  • Testing and evaluation software

Assessment
To be announced
Languages - French, Italian, Mandarin Chinese

In Year 10, language study becomes optional. Many students choose to continue at least one of their languages in Year 10. Some choose to continue with both. Students enrolling in a language in Year 10 are expected to remain enrolled for the full year. Students continue to develop their skills in listening, speaking, reading and writing and are involved in tasks such as identifying, describing, and expressing opinions. New tenses are introduced and students systematise and memorise the growing body of grammatical concepts. Writing is becoming more creative and complex. In this regard, more extensive reading is made available from modified and occasionally authentic texts.

French

The Year 10 French course consolidates knowledge and skills while encouraging students to become more confident, independent learners of French. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering Paris</td>
<td>Exploring the Loire Valley and its châteaux</td>
</tr>
<tr>
<td>Describing self and others</td>
<td>Fairy stories</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Childhood</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Brittany’s Celtic links</td>
<td>Future plans in education and career</td>
</tr>
<tr>
<td>WW II events in Normandy’s past</td>
<td>Claude Monet</td>
</tr>
<tr>
<td>Environmental issues and solutions</td>
<td>France’s WWI connections with Australia</td>
</tr>
</tbody>
</table>

Purpose

- to communicate in French in both written and spoken form and in a variety of contexts
- to build students’ intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of French culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas.

Features

- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- use written communication for consolidation of linguistic structures and greater language experimentation
- use collaborative techniques as a class to develop writing of passages
- make intercultural comparisons
- view authentic French material such as films and songs
- use online resources such as Language Perfect at home.

Assessment

Listening, speaking, reading, writing tests. Semester examinations in listening, reading and writing.

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation, role play or structured conversation
- read to identify main ideas and information from simple modified texts
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.
**Italian**

This course consolidates knowledge and skills while encouraging students to become more confident, independent learners and users of Italian. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

**Topics**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about oneself</td>
<td>Technology</td>
</tr>
<tr>
<td>Talking about past events</td>
<td>The environment</td>
</tr>
<tr>
<td>Making commands</td>
<td>The Renaissance</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>Talking about a past routine</td>
<td>Talking about future events</td>
</tr>
<tr>
<td>Travel and holidays</td>
<td>The Italian school system</td>
</tr>
<tr>
<td>Italian emigration</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose**

- to communicate in Italian in both written and spoken form and in a variety of contexts
- to build students’ intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Italian culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas.

**Features**

- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- use written communication for consolidation of linguistic structures and greater language experimentation
- use collaborative techniques as a class to develop writing of passages
- make intercultural comparisons
- use some authentic Italian material such as films and songs
- use online resources such as Language Perfect at home

**Assessment**

Listening, speaking, reading & writing tests. Semester examinations in listening, reading & writing.

Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation, role play or structured conversation
- read to identify main ideas and information from simple modified texts
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.
Mandarin Chinese
The Year 10 Chinese course enables students to reinforce and extend their grasp of the language and culture. They increase their knowledge of the Chinese character system and improve their command of tones and pronunciation. They begin to write in a more complex and sophisticated fashion, using language correctly and appropriately to suit the purpose and audience of the piece. Knowledge of China and its customs is promoted through researching regional differences and tourist attractions in China.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure life</td>
<td>Travel in China</td>
</tr>
<tr>
<td>Personality</td>
<td>Going to the doctor</td>
</tr>
<tr>
<td>Birthday parties</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td>Term 4</td>
</tr>
<tr>
<td></td>
<td>Chinese geography</td>
</tr>
</tbody>
</table>

Purpose
- to communicate in Chinese in both written and spoken form and in a variety of contexts
- to build students’ intercultural awareness
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Chinese culture and its contributions to our own society
- to strengthen literacy-related capabilities that are transferable across learning areas.

Features
- listen to language input from various sources
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- make their own vocabulary lists and PowerPoints on their ipads
- complete eworkbook activities at home
- complete whole class creative writing using pictures as a stimulus
- learn Chinese songs/ watch a Chinese film
- make intercultural comparisons.

Assessment
Listening, speaking, reading, writing tests. Semester examinations in listening, reading and writing.
- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation
- read to identify main ideas and information from simple modified texts.
- organise and communicate ideas in longer passages using vocabulary and language structures accurately and appropriately.
Pathways in Mathematics in the VCE

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics</td>
<td>General Mathematics A 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and</td>
<td>with the option of also</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and/or</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>3</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with an option of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Mathematics A 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Foundation Mathematics 1 &amp; 2</td>
<td>General Mathematics B 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
</tbody>
</table>

Notes:
- Students enrolling in Specialist Mathematics require a background of General Mathematics A Units 1 & 2 and Mathematical Methods (CAS) Units 1 & 2.
- Students taking Specialist Mathematics must also take Mathematical Methods (CAS) Units 3 & 4, either concurrently or before.
- For details of Unit combinations see the VCAA Mathematics Study Design pages 8-12.
- A maximum of 2 Mathematics studies at Units 3 & 4 level are included in the top 4 studies when calculating the ATAR. 10% of the Study Score of the fifth and sixth subjects is added to the sum of the Study Scores of the top 4 studies to calculate the aggregate score that is used to determine the ATAR.
- Entry to Foundation Mathematics, General Mathematics B Units 1 & 2 and Accelerated Mathematical Methods Units 1 & 2 (CAS) is by teacher recommendation only.
- Other pathways may be possible depending on the individual needs of the students.
- Scaling procedures ensure that students are fairly rewarded for selecting the level of Mathematics at Units 3 and 4 appropriate to them. Scaling in the VCE is available on Blackboard in the Information section for Years 10, 11 and 12, and also on the Parent login page.
Mathematics

The majority of students undertake the study of Mathematics A at Year 10. This course prepares students for the study of any of the VCE Mathematics subjects. For students who have experienced difficulty with Mathematics in Year 9 a recommendation will be given to them and their parents that Foundation Mathematics be undertaken in Year 10. This subject provides the basis for a business-oriented pathway, allowing the study of Further Mathematics in Year 12. Students who have achieved a high standard in Accelerated Mathematics in Year 9 will be invited to accelerate their VCE Mathematics by attempting Mathematical Methods Units 1 and 2, in Year 10.

Mathematics A

This course involves learning about Mathematics in the four Content Strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability. These four strands of learning form the core of the Mathematics curriculum as mandated in the Australian Curriculum at every level of secondary school. Topics that lead to VCE Mathematics become the most significant emphasis.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>Linear Functions</td>
</tr>
<tr>
<td>Surds</td>
<td>Simultaneous Equations</td>
</tr>
<tr>
<td>Indices</td>
<td>Geometry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quadratic Algebra</td>
<td>Probability</td>
</tr>
<tr>
<td>Graphing Parabolas</td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td></td>
</tr>
</tbody>
</table>

Purpose

Students will consolidate knowledge of concepts and processes from Year 9 and begin to build the knowledge base required to undertake VCE Mathematics. In Mathematics A, students will begin to use their CAS calculator and develop their skills in how to use it effectively.

Features

- use known properties of shapes to justify observations and to deduce further properties
- investigate and apply conditions of similarity and congruence in two and three dimensions
- investigate and distinguish between dependent and independent events and analyse and interpret events involving conditional probability and chance variation
- routinely represent and manipulate mathematical expressions which involve more complex combinations of linear, power, square root, reciprocal and exponential terms in algebraic notation
- use mathematical expressions involving parameters to describe sequences and rules for relationships between variables and propositions involving these more complex forms
- use technology to explore algebraic equations and patterns in symbolic form.

Assessment

Assessments will essentially be of two types. One type will emphasise students’ development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems, in particular, their use of their CAS calculator will also be a of importance.
Foundation Mathematics Units 1 and 2

Area of Study: Probability

Outcomes: For this unit students are required to develop an understanding of probability and its use in estimating future outcomes. Students work with basic probability and graphical techniques for evaluating more complex situations, including applications.

Assessment Tasks Functions and graphs application tasks may be included in the analysis and problem solving tasks which are of 2 - 4 hours duration.

Area of Study Patterns and number

Outcomes This area of study covers basic number operations and the representation of patterns in a number in different forms. Consideration of approximation strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts.

Assessment Tasks Application tasks in the areas of Commercial Mathematics and Personal and Household Budgeting may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.

Area of Study Handling data

Outcomes This area of study covers the collection, presentation and basic analysis of data. Consideration of different forms of data representation enables students to create appropriate and effective data summaries and critically interpret common media presentations.

Assessment Tasks Application tasks in the area of Data Presentation and Analysis may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.

Area of Study Measurement

Outcomes This area of study covers the use of the metric system in familiar and everyday measurement activities. Consideration of conventions and practices for degree of accuracy and the use of appropriate units enable students to make measurements relevant to a variety of common contexts.

Assessment Tasks Application tasks in the areas of the Theorem of Pythagoras, Trigonometry and Area, Volume and Fluid Capacity may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.

Area of Study Functions and Graphs

Outcomes For this unit students are required to work with linear graphs, sketching and interpreting graphs, including applications.

Assessment Tasks Functions and graphs application tasks may be included in the analysis and problem solving tasks which are of 2 - 4 hours duration.

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks a total of 50%.
Music

Students experiment with sound and are introduced to the musical elements of tone colour, texture, musical expression, pitch, rhythm, dynamics, tempo and silence. Students learn to sing in unison and in parts using solfah syllables and hand signs. They also use the Sibelius notating program and Garage Band for creating music.

**Topics**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements revisited</td>
<td>Music of the Baroque</td>
</tr>
<tr>
<td>Music of the Middle Ages and Renaissance</td>
<td>Listening, analysing and responding to music</td>
</tr>
<tr>
<td>Listening, analysing and responding to music</td>
<td>Performing</td>
</tr>
<tr>
<td>Creating - Sibelius</td>
<td>Creating - Sibelius</td>
</tr>
<tr>
<td>Performing</td>
<td>Aural / theory</td>
</tr>
<tr>
<td>Aural / theory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music of the Classical period</td>
<td>Romanticism and Modern style</td>
</tr>
<tr>
<td>Performing</td>
<td>Performing</td>
</tr>
<tr>
<td>Creating - Sibelius</td>
<td>Creating - Sibelius</td>
</tr>
<tr>
<td>Aural / theory</td>
<td>Aural / theory</td>
</tr>
<tr>
<td>Listening, analysing and responding to music</td>
<td>Listening, analysing and responding to music</td>
</tr>
</tbody>
</table>

**Purpose**

Music at Year 10 aims to provide an understanding of how the elements of music are manipulated across each musical period in history to create a particular style. Understanding style leads to informed and stylistically correct performance practice that is particularly beneficial for students who wish to do VCE or more advanced AMEB examinations.

**Features**

Activities include:
- Performance class (informal)
- Folio of aural/theory and creative works
- Listening, analysing music
- Essays

**Assessment**

- Research / analysis
- Composition / theory
- Mid-year and End of year examinations
Physical Education

Physical Education develops the student’s ability to analyse movement techniques, game skills and to modify their movement patterns. Girls are involved in many aspects of physical activity including coaching, umpiring and as active participants.

**Topics**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pursuing Fitness</strong> - Students participate in a variety of activities such as jump rope, circuit work and dance to raise their heart rate and develop an understanding of fitness as a continuum. Basic exercise physiology is introduced and acute and chronic responses to exercise are discovered.</td>
<td><strong>Netball</strong> - Through a sport education program, students take on a variety of other sports. The concept of transferring skills between sports for success is revisited.</td>
</tr>
<tr>
<td><strong>Ball Sports</strong> - Students participate in a range of ball sports that requires them to transfer learnt motor skills and game play, to sports such as basketball, handball and football codes.</td>
<td><strong>Striking Sports</strong> Students participate in a range of striking sports that requires them to transfer learnt motor skills and game play, to sports such as cricket and sof-lacrosse.</td>
</tr>
<tr>
<td><strong>Fitness</strong> - Monitoring personal levels and participating in activities to develop aerobic capacity. Developing training programs using specific training methods to pursue strengths and build weaknesses.</td>
<td><strong>Volleyball</strong> - Game specific skills are refined in this short unit. Highest level skills such as the jump serve and over arm serve are attempted. Combining three shot plays and communication as part of a successful team is emphasized.</td>
</tr>
<tr>
<td><strong>Badminton</strong> - Students develop higher level skills and refine basic skills. Game play and strategies are discovered. Biomechanical principles of different shots and their efficiency in game situations are a point of focus.</td>
<td><strong>Softball</strong> - Students develop game specific skills and the team play and strategies within a game.</td>
</tr>
</tbody>
</table>

**Purpose**

Physical Education is a key part of the overall development and education of a child. It encourages the learning of the human body and the benefits of physical activity for individuals and others in the wider community. Students experience a range of physical activities, sports and recreational activities. Involvement in these physical activities, assists the development of motor skills and fitness, provides challenges, promotes growth, and provides team work and leadership opportunities. Through participation in practical classes, students develop socialisation skills, confidence in performance, application of motor skills in a variety of activities and intelligent thinking and strategic planning as part of a team.

**Features**

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity through: working as part of a team and participating in practical classes. Students develop and refine fundamental and game specific motor skills, movement patterns and aquatic skills. Students are provided with opportunities in a collaborative and cooperative setting, to practise and apply these skills during drills, games and modified sports, in organised game play.

**Assessment**

Students are assessed on the following key performance indicators:
- Performance of proficient motor skills, in simple and increasingly complex skill development activities
- Development of motor skills which are appropriate to specific major games, activities and sports
- Application of motor skills and decision making in game play
- Capacity to work as part of a team
- Participating positively in class
- Demonstrating responsibility for learning
- Responding to advice
Science A

Yr 10 Science consolidates the solid foundation of knowledge and skills of the biological, chemical and physical sciences. Students select and integrate scientific knowledge and methods needed to explain and predict phenomena and apply that understanding to new situations and events. The emphasis is on the study of genetics, evolution, atomic structure and chemical equations, organic chemistry, electricity and motion.

**Topics**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students rotate through units. Below are the Semester 1 topics.</td>
<td>Electric Circuits</td>
</tr>
<tr>
<td>It’s All in Your Genes</td>
<td></td>
</tr>
<tr>
<td>Patterns and Properties of the periodic table</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students rotate through these units. Below are Semester 2 units.</td>
<td>Motion and Forces</td>
</tr>
<tr>
<td>Evolution</td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose**

A more detailed study of each branch of science and scientific procedures is undertaken. The course encourages the girls to consider which areas of science they wish to pursue at VCE level. All students completing this course should feel confident in their ability to solve problems and make informed, evidence-based decisions about current and future applications of science.

**Features**

Year 10 Science topics run for 15 lessons. Most topics are taken by a VCE discipline specialist ie physics topics taken by a VCE Physics teacher.

Students

- undertake an introductory study of chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities
- revise the patterns within the periodic table. They are introduced to types of chemical reactions and the balancing of chemical equations
- identify a range of common circuit components and use these to construct and test series and parallel circuits
- calculate total resistance in series and parallel circuits and use Ohm’s Law to calculate voltage, current and resistance
- investigate the theories of evolution and natural selection and evaluate evidence about evolution of species
- name and learn the structure of hydrocarbons, alcohols and organic acids
- study moving objects and the connection between force, mass, acceleration and velocity.

**Assessment**

The assessment for this course is based on classwork and test results and the semester examination. 25% of the assessment grade is the knowledge of the course content as assessed in tests, 25% is for being able to apply this knowledge and solve problems relating to the course content. 25% is for communicating ideas scientifically such as in practical reports and assignment work. 25% is based on the examination.
Science B

Science B focuses on the branches of science of Biology and Psychology. The focus is on living a healthy life both physically and mentally.

Students:
- know why and how some people are happier than others and understand the different ways people communicate non-verbally and how individuals use communication skills to develop friendships.
- understand that our body is composed of a number of systems that work together to ensure oxygen and nutrients get to their cells and that wastes need to be removed.
- understand that cells are the basic building block of our bodies and that complex processes enable them to operate effectively. The nucleus is the organelle that controls the cell through after interpreting its DNA.

Prerequisite
Recommendation from Yr 9 Science teacher and a permission letter signed by a parent.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Psychology</td>
<td>Circulatory System</td>
</tr>
<tr>
<td>Digestion and Nutrition</td>
<td>Respiratory System</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetic Basis of Inheritance - This unit is as per Science A with the exception of only studying simple inheritance in depth.</td>
<td>Human Relationships</td>
</tr>
<tr>
<td>Cell Structure and Function</td>
<td></td>
</tr>
</tbody>
</table>

Purpose
Students attaining a grade B or higher in Science B will have the necessary knowledge to undertake VCE Units 1 & 2 Biology and Psychology. Science B students will not have the appropriate background to study VCE Physics or VCE Chemistry.

Features
Time is spent developing student's study and revision skills. Practical skills are also a focus where students are encouraged to take a greater leadership role. Students:
- gain an insight into how we can be happy and why some people are more fulfilled than others
- study the components of the digestive system and how they work together to break down complex substances to simpler substances. Food groups and food labelling is examined as is the acidic environment both in our stomach and in the home
- describe the circulatory, respiratory and their role in enabling us to live healthy lives
- study the stages of embryo development and the impact on the mother
- learn how important parenting is in the successful upbringing of their offspring
- undertake an introductory study of chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities
- understand the structure of cells and cellular organisation. Specialised parts of cells are studied for their functions and biochemical processes
- study the concepts of territorial and personal space, gestures including cross cultural gestures, facial expressions and how these all come together in human relationships.

Assessment
The assessment for this course is based on classwork and test results and semester examination. 25% of the assessment grade is the knowledge of the course content as assessed in tests, 25% is for being able to apply this knowledge and solve problems relating to the course content. 25% is for communicating ideas scientifically such as in practical reports and assignment work. 25% is based on the examination.
Sports Science – Elective

Sports Science topics include a study of the body systems including skeletal, muscular, circulatory, respiratory and energy systems. These system work together and can be adapted to improve sporting performance.

Students are expected to:
- understand how body systems function and adapt to become stronger and more efficient
- explain components of fitness and investigate appropriate training programs
- research improvements in sporting performance including the roles of better technology, training programs, diet and of being mentally prepared.

Topics

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Science may run in either Semester 1 or Semester 2.</td>
<td>Legal improvements in sporting performance through developments in nutrition, training methods, technology and an understanding of biomechanics.</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>Illegal improvements in sporting performance and the effects of performance-enhancing drugs and blood doping.</td>
</tr>
<tr>
<td>Body Systems used in exercise</td>
<td></td>
</tr>
</tbody>
</table>

Purpose

This semester course aims to improve student's understanding of themselves as an athlete and understand training regimes. This course is an excellent background for VCE Physical Education.

Features

Students will appreciate that an understanding of Biology, Physics, Chemistry and Psychology are important when improving sporting performance.

Students study
- Sport Psychology including an examination of the benefits of goal setting and maintaining focus and motivation
- Body Systems exploring the role of bones, joints and muscles in creating movement, the role of blood and the circulatory system in transporting oxygen to the muscles, and cellular respiration and energy systems
- Training methods, technological improvements in equipment and clothing are studied
- Biomechanics such as centre of gravity, base of support
- Training and competition diets and fluid intake
- The effects of performance-enhancing drugs and blood doping

Assessment

The assessment for this course is based on classwork and test results and semester examination. 25% of the assessment grade is the knowledge of the course content as assessed in tests, 25% is for being able to apply this knowledge and solve problems relating to the course content. 25% is for communicating ideas scientifically such as in practical reports and assignment work. 25% is based on the examination.
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THE VCE

The following is information from the Victorian Curriculum Assessment Authority (VCAA) about procedures for the implementation of the VCE.

Satisfactory Completion of the VCE

The VCE will normally be completed by students over a minimum of two years.

To complete their VCE students are required to satisfactorily complete the equivalent of 16 units which include:

- three units from the English group, with at least one unit at Unit 3 or 4 level
- three sequences of Units 3 and 4 studies other than English, including VCE VET Unit 3 and 4 sequences.

Note: Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is also required.

Please refer to the Curriculum guide.

The VCE is a flexible program enabling schools to adapt to meet the range of needs of many students. Achievement in the VCE takes several forms including:

- Breadth of study (both for general education and career purposes)
- Depth of study (sufficient challenge)
- ATAR score (for access to ongoing study)
- A sense of success and satisfaction

Year 10

To achieve these aims, Strathcona provides a broad, challenging Year 10 curriculum, with an opportunity for students to explore areas of interest within the elective program. The students experience a rigorous and challenging program that provides a very solid foundation for success at VCE. There are also a few VCE units that some girls can complete in Year 10.

The Year 10 VCE units are limited to:

- Mathematical Methods Units 1 and 2 for the students who have significant success in Year 9 Accelerated Mathematics (entry by invitation from the Mathematics teacher)
- Foundation Mathematics Units 1 and 2 for students who have not been able to meet the academic standard of Year 9 Mathematics (entry by invitation from the Mathematics teacher)
- Religion and Society Unit 1 for those who elect to have their Year 9 and 10 studies in Christian Education contribute towards completion of this unit.

Year 11

In Year 11, students study 6 subjects. These are mostly from the selection of Unit 1/2 VCE studies, but may also include a VET and a selection from a limited range of VCE 3/4 studies where appropriate.

Acceleration to VCE 3/4 subjects offers several advantages including:

- Sampling what is involved in completing Unit 3/4 studies.
- Broadening the range of VCE studies completed at a 3/4 level.
- Completing an additional subject that could contribute to the ATAR score.
- Providing extension for students ready for the extra challenge.

However Unit 3/4 studies are not appropriate for everyone in Year 11 and the following should be taken into careful consideration:
Unit 3/4 studies are designed for Year 12 students who have completed Unit 1/2 studies and hence are considerably more difficult to complete at Year 11 age and without Units 1/2.

The additional time commitment required for Unit 3/4 studies.

The importance of doing well in Unit 1/2 studies for best preparation towards Unit 3/4 studies in Year 12.

The fifth and sixth Unit 3/4 studies contribute a relatively small increment to the ATAR.

Students need to have 5 studies that they can study in Year 12.

**Year 12**

In Year 12, students at Strathcona complete five Unit 3/4 sequences. This can include a VET study or a Higher Education study.

**Variations**

This standard VCE program does not suit all students. If you think you are one of these, submit a written expression of interest in a variation, with reasons, to the Dean of Studies by the due date for subject preferences. You will be interviewed by the VCE Coordinator to ensure that you are well informed about your options.

Examples of variations include:

* **A “Reduced” VCE Program**
  
  Some students may not be able to complete the standard program due to reasons such as significant time commitment to personal development in a non-VCE area (e.g., sport), learning difficulties, or physical or emotional ill health. It may be possible in these cases to complete a VCE either by reducing the number of units studied (for example, complete 10 units in Year 11 and 8 in Year 12) or completing VCE over 3 years rather than 2.

* **Extension and Enrichment**
  
  The standard VCE program provides plenty of challenge and allows highly able students to focus on excelling in their subjects. However, students who are advanced in their studies, or are achieving well beyond the standard of their cohort, might seek additional challenge to bring out their best.

  It may be possible for students to extend their studies by:

  - Choosing more subjects with more demanding content, such as Specialist Mathematics
  - Undertaking more than one Unit 3/4 study in Year 11
  - Undertaking a Higher Education subject in Year 12

  Students can also enrich their learning by increasing the breadth of their education by:

  - Undertaking an additional (seventh) subject in Year 11 (outside school).
  - Increasing the number of 3/4 studies they complete by doing more than one in Year 11, increasing the number of Unit 3/4 studies completed in VCE to seven.

* **Special Cases of Accessibility and Skill**

  In some cases students do two Unit 3/4 studies in Year 11, not for extension and enrichment, but because this is when the subjects are accessible to them. For example, a student may study Units 3/4 Dance outside school and Units 3/4 Theatre Studies at school. In these cases, unless the student meets one of the criteria for a reduced program, she is expected to complete 5 subjects in Year 12, bringing her total to 7 Unit 3/4 Studies. She will then complete the same number of VCE units (1/2 or 3/4 as the other students and will have the added advantage of a broader range of studies at Unit 3/4 level.
Academic Excellence Awards

These are awarded to students based on their performance in:

- Year 10: a full Year 10 timetable
- Year 11: 6 Unit 1/2 studies
- Year 12: 5 Unit 3/4 studies

Those with a greater number of subjects will be considered on the basis of their more successful subjects (eg, their top 6 studies in Year 11). Those on a reduced program will be considered on a case by case basis by the Dean of Studies, taking into account the reason for the reduction. Acceleration subjects are given a small bonus in the calculations to determine who should receive the awards to acknowledge the added level of difficulty.
### Assessment Structure for VCE Studies – 2014

<table>
<thead>
<tr>
<th>Study</th>
<th>School Assessment</th>
<th>External Assessment – Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Units 3/4 Coursework 50%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Art</td>
<td>Units 3/4 Coursework 20% School-assessed Task 50%</td>
<td>Nov 1½ hours 30%</td>
</tr>
<tr>
<td>Biology</td>
<td>Units 3/4 Coursework 40%</td>
<td>Nov 2½ hours 60%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Units 3/4 Coursework 40%</td>
<td>Nov 2½ hours 60%</td>
</tr>
<tr>
<td>Drama</td>
<td>Units 3/4 Coursework 40%</td>
<td>Solo performance - Oct 35% Nov 1½ hours 25%</td>
</tr>
<tr>
<td>Economics</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>English/ESL</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 3 hours 50%</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>Units 3/4 Coursework 40% School-assessed Task 30%</td>
<td>Nov 1½ hours 30%</td>
</tr>
<tr>
<td>Geography</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Global Politics</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>History</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>International Studies</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Literature</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Languages – French, Italian, Mandarin Chinese</td>
<td>Unit 3 Coursework 25% Unit 4 Coursework 25%</td>
<td>Oral examination Oct ¼ hour* 12½% Nov 3 hours* 37½%</td>
</tr>
<tr>
<td>Mathematics Further</td>
<td>Units 3/4 Coursework 34%</td>
<td>Nov 1½ hours 33%</td>
</tr>
<tr>
<td>Mathematical Methods CAS Specialist Maths</td>
<td>Units 3/4 Coursework 34%</td>
<td>Nov 1½ hours 33% Nov 1 hour 22% Nov 2 hours 44%</td>
</tr>
<tr>
<td>Music Investigation</td>
<td>Units 3/4 Coursework 25%</td>
<td>Performance examination Oct Aural/Written examination 50% 25%</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Units 3/4 Coursework 25%</td>
<td>Performance examination Oct Aural/Written examination 50% 25%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Unit 3 Coursework 25%</td>
<td>Nov 2 hours 50%</td>
</tr>
<tr>
<td>Physics</td>
<td>Units 3/4 Coursework 40%</td>
<td>Nov 2½ hours 60%</td>
</tr>
<tr>
<td>Psychology</td>
<td>Units 3/4 Coursework 40%</td>
<td>Nov 2½ hours 60%</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Units 3/4 Coursework 45%</td>
<td>Solo performance - Oct 25% Nov 1½ hours 30%</td>
</tr>
<tr>
<td>VCE VET Hospitality (Operations)</td>
<td>Units 3/4 Coursework 66%</td>
<td>Nov 1½ hours 34%</td>
</tr>
<tr>
<td>VCE VET Interactive Digital Media III</td>
<td>Units 3/4 Coursework 66%</td>
<td>Nov 1½ hours 34%</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>School-assessed Task 33% School-assessed Task 33%</td>
<td>Nov 1½ hours 34%</td>
</tr>
</tbody>
</table>

*A single grade is awarded*
General Achievement Test
The purpose of the GAT is to provide a common basis for comparing and monitoring the distribution of grades for school-assessed work and checking of anomalous examination grades. GAT results do not directly contribute to tertiary entrance.

Reporting – VCAA
- A statement of results will be issued at the end of each year for Units 1 and 2
- The VCE and a statement of results will be issued at the end of Year 12

School Reports - Units 1 and 2
The school will continue to issue progress and semester reports. There will be a progress report at the end of Term 1. Students will receive a formal end of unit report at the end of Semesters 1 and 2. School-assessed coursework and tasks related to outcomes will be reported to the VCAA with ‘S’ or ‘N’.

The school will report on:
- The standard of school-assessed coursework and tasks A+ to E: UG
- Patterns of work
- Co-curricular involvement

School Reports - Units 3 and 4
There will be a progress report in Term 1. Students will receive more detailed reports following the completion of Semester 1. At the end of the year, students will receive documentation from VCAA and VTAC as well as a reference written by the School.

School Policy

Authentication
- All students must submit work that is clearly their own
- The school is empowered to impose penalties, ranging from making other arrangements for completion of the work, to cancellation of the result
- The VCAA must be notified of any action the school takes

Attendance
Students are expected to attend all classes in all subjects, except when their absence is authorised by parents for reasons of illness or other, unavoidable, emergencies.

Authorised Absence
Parents are requested to ring the School by 10.00 a.m. on the first day of a girl's absence. Written notes from parents are required in the case of all absences from School. These are given to the Form Tutor or Year Coordinator on the day of return.

Failure to attend class
Students who are absent without the permission of the school for more than 10% of scheduled class time for a unit, may be recorded by the school on the VASS system as “did not attempt”. Such students will not receive a result for the unit on the End of Unit Report provided by VASS or the statement of results provided by the VCAA. A decision to record "did not attempt" by a school is not subject to appeal by students. Teaching will proceed, as scheduled in work programs for each subject, irrespective of student absence. However, special assistance will be offered to students who have experienced hardship which has resulted in authorised absence from school.
Special Provision School Policy

Special Provision provides all students with the reasonable opportunity to participate in and complete their senior studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

The guiding principles which must be satisfied in all the forms of Special Provision are:
- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Specific eligibility criteria apply to the granting of Special Provision. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for special provision in the VCE.

There are four forms of Special Provision of the VCE

- Student Programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score

Specific eligibility requirements apply for each form of Special Provision.

Strathcona is responsible for determining eligibility and the nature of provisions granted for:
- Student Programs
- School-based Assessment

VCAA is responsible for determining eligibility and granting approval for:
- Special Examination Arrangements
- Derived Examination Score

VCAA recommends consistency between local arrangements and VCAA approved Special Examination arrangements.

Eligibility for Special Provision in Student Programs

A student is eligible for Special Provision if, at any time while studying for the VCE, she is adversely affected in a significant way by:
- illness (physical or psychological);
- any factors relating to personal environment;
- other serious cause; or
- an impairment or disability, including learning disabilities.

The circumstances affecting the student do not include matters or situations of the student's own choosing, e.g. involvement in social or sporting activities, school events.

For students where the usual pattern of enrolment will place them at risk of not being able to meet either the Unit Outcomes or Satisfactory completion of the VCE, the school should develop a management plan. This is also relevant for students who become chronically unwell during the course of their VCE studies.

The establishment of a VCE Support Group is advised as a means of managing a student's program of study allowing for a formalised structure through which decisions are made and action verified.
Strategies requiring approval by the VCAA

If the above provisions are insufficient, the following options requiring approval by VCAA are available
- Compassionate Late Withdrawal
- Interrupted Studies
- Non-English Speaking Background - eligibility for ESL status.

School-based Assessment

Schools may approve special provisions and arrangements for school-based assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can vary the school assessment programs to accommodate student circumstances. VCAA does recommend that schools approve arrangements for school-based assessments which are consistent with the Special Examination Arrangements approved by the VCAA.

Eligibility for Special Provision for School-Based Assessment

- Illness - acute and chronic
- Impairment - long term
- Personal circumstances

Strategies

- Rescheduling an assessment task
- Allowing a student extra time to complete the task
- Setting a substitute task of the same type
- Replacing a task with one of a different kind
- Using a planned task to assess more outcomes than originally intended
- Using technology, aides or other special arrangements
- Deriving a score from other assessments or work completed by the student

The VCAA encourages schools to approve school-based arrangements which are consistent with Special Examination Arrangements guidelines.

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to complete the examination is adversely affected by:
- Significant Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder.

VCAA is responsible for determining eligibility and granting approval for these.

What the student must do –

- Submit a timely request for Special Examination Arrangements to the VCE Coordinator
- Provide appropriate documentation and evidence
What Strathcona must do –

- Determine whether the student’s request for Special Examination Arrangements is appropriate and consistent with eligibility requirements
- Administer tests/essays where required
- Complete the application form for Special Arrangements and submit to VCAA by the specified closing date
- Advise the student and the Chief Supervisor of any VCAA approved arrangements. These decisions must be printed by the VASS Coordinator and distributed to the students, Chief Supervisor and VCE Coordinator.

What the VCAA will do –

- Deliberate on each application and make a decision for each of the examination/s on the application
- Advise the school via VASS of all approved arrangements

Types of Special Arrangements –

- Extra reading time. This will not exceed 10 minutes per hour
- Extra writing time. This will not exceed 10 minutes per hour other than in exceptional circumstances
- Rest breaks. These will not exceed 10 minutes per hour. If a student requires a rest break to stand, stretch or leave the room, these must be specifically requested.
- Alternative format papers such as enlarged print, coloured paper, Braille and/or recorded examination papers
- Permission to use aids such as a computer or microphone for a hearing impaired student
- A reader or scribe
- A clarifier
- Alternative examination venue

Each examination requires specific requests.

NB: While School-based assessment arrangements are determined by each school, VCAA recommends consistency between local arrangements and VCAA approved arrangements.

Please refer to the following Medical Documentation Requirements table for details of the possible arrangements available for a range of health issues. Applications for extra time and/or scribe and/or computer will also require the handwritten/typed essays as evidence.
<table>
<thead>
<tr>
<th>Possible Difficulty/Impairment in Examination</th>
<th>Possible Arrangements Available</th>
<th>Minimum Documentation *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety Disorders</td>
<td>Concentration difficulties, anxiety preventing performance in group situations</td>
<td>Rest breaks, permission to take medication, separate room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current psychological history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>Attention-Deficit and Disruptive Behaviour Disorders</td>
<td>Concentration and impulse control/difficulty</td>
<td>Rest breaks, permission to take medication/separate room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>Concentration difficulties, anxiety</td>
<td>Rest breaks, separate room, permission to leave examination room under supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current psychological history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning Disability evidence (if applicable)</td>
</tr>
<tr>
<td>Back Injury/Chronic pain</td>
<td>Pain/discomfort due to injury, problems with prolonged sitting</td>
<td>Rest breaks, permission to take medication, permission to stand and stretch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>Crohn's Disease</td>
<td>Pain/discomfort</td>
<td>Rest breaks, permission to leave room under supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>Chronic Fatigue Syndrome</td>
<td>Tiredness/inability to concentrate due to illness (eg chronic fatigue syndrome, post-viral syndrome, ME, glandular fever)</td>
<td>Rest breaks, permission to take medication, extra writing time*, home supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical specialist history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Need to check blood sugar levels</td>
<td>Permission to take food/drink into the examination, permission to take medication, permission to leave examination room under supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical history/report</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>May suffer from epileptic seizure during examinations</td>
<td>Permission to take medication, separate room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments*</td>
</tr>
<tr>
<td>Hand/Wrist/Arm/Shoulder Injury</td>
<td>Difficulty writing due to pain or discomfort in hand/arm. Excessive fatigue in hand</td>
<td>Rest breaks, extra writing time*, computer*, scribe*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical and/or physiotherapist/ occupational therapist history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
<tr>
<td>(Severe) Head Injuries</td>
<td>Mental processing difficulty or slowness due to head injury</td>
<td>Rest breaks, permission to take medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current specialist medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Psychological assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning disability evidence (if applicable)</td>
</tr>
<tr>
<td>Obsessive Compulsive Disorder, Depression, Schizophrenia, Bipolar Disorders</td>
<td>Concentration difficulties, impulse control</td>
<td>Rest breaks, separate room, extra writing time*. Permission for medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current psychological history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments *</td>
</tr>
<tr>
<td>Pregnancy/Early Infant Care</td>
<td>In hospital for birth, breastfeeding</td>
<td>Rest breaks/feeding breaks, padded chair, separate room, home/hospital supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current medical report including anticipated delivery date, if applicable</td>
</tr>
<tr>
<td>Significant Physical Disability</td>
<td>Paraplegia, Muscular Dystrophy, Cerebral Palsy etc.</td>
<td>Permission to stand/stretch, permission to take medication, separate room, extra reading time, extra writing time*, computer, alternative examination paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current specialist medical history/report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher comments</td>
</tr>
</tbody>
</table>

*If the application is for extra writing time, a scribe or the use of a computer, students will be required to submit the required essays.
Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student's application has been approved by the VCAA.

Students are only eligible for a DES for a VCE examination if –

1. They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.
2. They experience the onset of an illness or the occurrence of an injury or personal trauma immediately before or during a performance, oral or October Languages written examination or the first written examination in the October/November examination period.
3. They experience a serious intervening event in the period two days before or on the day of the examination.
4. They provide independent professional written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

Evidence

The student must provide evidence that demonstrates she was -

- Unable to perform on the examination at a level that accurately reflects her real achievement in the study OR
- Prevented from sitting the examination at all

What the student must do –

- Submit a timely request to the VCE Coordinator
- Provide appropriate documentation and evidence

The application form and the provision of supporting evidence is the responsibility of the student. The student must ensure that:

- She submits an application for each of the examinations for which she is seeking a DES
- All sections of the application required to be completed by the student are completed
- Statements from the person(s) providing the independent evidence are completed
- Statements from other sources where applicable are completed
- The application is forwarded to the VCAA within seven days of the last examination for which the student seeks a DES.

What the VCAA will do –

All applications will be assessed by a panel and a decision determined for each of the examinations in the application. Students will be notified by VCAA via VASS and their school will receive an email outlining the outcome of the student's application.

Finally –

Do not hesitate to contact the VCE Coordinator to clarify any of these matters. There are time limits for applications which must be met so acting promptly is in everyone's best interests.

Change of Subjects

It is highly recommended that a student who wishes to change subjects does so by the end of the second week of study. After this it becomes exceedingly difficult to cover the missed work. Students wishing to change subjects must apply to the VCE Coordinator.
Vocational Education and Training (VET)

VET courses simultaneously provide students with –
- a nationally and industry recognised and registered certificate
- units towards the VCE

Possible Pathways

Skills attained during VET may assist students to –
- progress into a TAFE course which can articulate towards a diploma or a degree
- gain part time employment while studying at University

At Strathcona certificates may be available in VCE/VET Certificate III in Interactive Digital Media and Certificate II in Hospitality Operations. There will be additional costs for VET Hospitality.

Other VET programs may be available in partnership with external institutions, depending on timetabling and access to institutions.

VCAA Administrative Information

Full VCAA Administrative Information is available on the Strathcona VCE Blackboard site, ‘Policies’ or direct VCAA link www.vcaa.vic.edu.au
Accounting Units 1 – 4

Unit 1: Establishing and operating a service business

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

Area of Study 1
Outcome 1
Going into business
On completion of this unit the students should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

Assessment Tasks
Recording and reporting using information technology, tests and exercises.

Area of Study 2
Outcome 2
Recording financial data and reporting accounting information
On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Assessment Tasks
Recording and reporting using information technology, tests and exercises.

Unit 2: Accounting for a trading business

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

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Area of Study 1
Outcome 1
Recording financial data and reporting accounting information
On completion of this unit the student should be able to record financial data and report accounting information for a sole trader.

Assessment Tasks
Recording and reporting using information technology, tests and exercises.

Area of Study 2
Outcome 2
ICT in Accounting
On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.

Assessment Tasks
Recording and reporting using information technology, tests and exercises.

Area of Study 3
Outcome 3
Evaluation of business performance
On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Assessment Tasks
A written report, tests and exercises.

There will be a mid year and end of year examination.
Accounting

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Area of Study 1
Outcome 1
Recording financial data
On completion of this unit the student should be able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

Assessment Tasks
Recording and reporting using double entry software, a written report, tests and exercises.

Area of Study 2
Outcome 2
Balance day adjustments and reporting and interpreting accounting information
On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.

Assessment Tasks
Recording and reporting using double entry software, tests and exercises.

Unit 4: Control and analysis of business performance

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

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

Area of Study 1
Outcome 1
Extension of recording and reporting
On completion of this unit the student should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.

Assessment Tasks
Recording and reporting using double entry software, tests and exercises.

Area of Study 2
Outcome 2
Financial planning and decision making
On completion of this unit the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Assessment Tasks
Recording and reporting using double entry software, tests and exercises.

An examination at the end of the year will contribute to the final assessment.
Art Units 1 - 4

Unit 1:
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and artmaking. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Area of Study

Outcomes
Unit 1: Art Appreciation - Art and meaning
Practical component – Artmaking and personal meaning
Appreciation - examine artists in different societies and cultures and historical periods and develop their own points of view about the meanings and messages of the studied artwork.
Practical - present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

Assessment Tasks
Appreciation - essays, short-answer responses supported by visual references, an annotated visual report, a multimedia presentation, examination.
Practical - a developmental folio of visual responses to a selection of set tasks.

Unit 2:
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group’s sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork’s cultural context and analyse the varying social functions that art can serve. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues.

Students identify ways in which art expresses and reflects culture. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. They use the Formal Framework and the Cultural Framework to examine the meanings and messages of selected artworks. Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Area of Study

Outcomes
Unit 2: Art Appreciation - Art and culture
Practical component - Artmaking and cultural expression
Appreciation - analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
Practical - demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment Tasks
Appreciation - essays, short-answer responses supported by visual references, an annotated visual report, a multimedia presentation, examination.
Practical - folio of visual responses with at least one finished artwork.
Art

Unit 3:

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through a visual language. Their artmaking is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

In this study, 1970 is considered to mark a shift in art practice and theory away from the emphasis of modern art on originality and uniqueness, towards a more self-critical and diverse series of approaches that have been impacted upon by societal changes, including postmodernism, globalisation and environmental issues. For the purposes of this study, art produced after 1970 is considered to represent the expression of contemporary culture.

Area of Study | Unit 3: Art Appreciation - Interpreting art
Practical component – Investigation and interpretation through artmaking

Outcomes

Appreciation - use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970 and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
Practical - explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Assessment Tasks

Appreciation - school-assessed coursework for Unit 3 will contribute 10%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30%.
Practical - the school-assessed coursework for Units 3 and 4 will contribute 50%.
Art

Unit 4:

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. Commentaries include information from visiting artists and speakers, lecturers or guides in galleries, film, pod- or vodcasts, online programs devoted to specific artists or styles, printed material in newspapers, periodicals, journals, catalogues or texts by art critics and historians.

From this research students choose an art issue to explore. Students select artworks of at least one artist not previously studied in Unit 3, and use these artworks and selected related commentaries to discuss the chosen art issue.

In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices. Students select appropriate Analytical Frameworks as a structure for the reflection and documentation of their artworks.

Area of Study

Outcomes

Appreciation - discuss and debate an art issue using selected artist/s’ works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.

Practical - progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking.

Assessment Tasks

Appreciation - school-assessed coursework for Unit 4 will contribute 10%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30%.

Practical - school-assessed task for Units 3 and 4 will contribute 50%.

Please note: Visual Communication and Design Units 1-4 are also offered.
Biology Units 1 - 4

Units 1 and 2

Unit 1: Unity and Diversity

In this unit the cell is examined as the structural and functional unit of a whole organism. The needs of individual cells, how specialised structures carry out cellular activities, and how the survival of cells depends on their ability to maintain a dynamic balance between the internal and external environments is investigated.

The diversity of organisms is explored, looking for patterns of similarities and differences. The structure and function of interdependent systems in living things is investigated. The differences in individual structures and systems are related to differences in overall functions.

Area of Study 1  Cells in action

In this area of study the focus is on the activities of cells, the relationship between specialised structures and life processes. Unicellular and multi-cellular organisms require a relatively stable internal environment for optimal function. The role of membranes, contributing to the survival of cells, by controlling the movement of substances within cells, and between cells and their external environment is examined.

Outcomes

- Investigate and inquire scientifically.
- Apply biological understandings.
- Communicate biological information and understandings.

Area of Study 2  Functioning organisms

In this area of study the focus is on the relationship between features of organisms and how organisms meet their requirements for life. A range of organisms will be examined and the ways in which structures and systems function will be investigated.

Observations of the similarities and differences in the structure and function of organisms, which are used in taxonomic systems, will be recorded.

Outcomes

- Investigate and inquire scientifically.
- Apply biological understandings.
- Communicate biological information and understandings.

Assessment Tasks

A set of tasks such as – excursion report, practical activities, annotated poster, data analysis, problem solving, tests-multiple choice and short answer and a final examination.
Biology

Unit 2: Organisms and their Environment

In this unit the rich diversity of Australian ecosystems is studied. The relationships between living things and their environment are investigated. Organisms and their particular habitat are part of the integrated and naturally self-sustaining system in which energy flows and matter is cycled between the living and non-living components of the environment. How species are affected by changes in these environmental conditions is considered and which features of the organism can affect their fitness and reproductive success is examined.

Area of Study 1  Adaptation of Organisms

In this area of study the focus is on the environmental factors that are common to all habitats. Adaptations of organisms that enable them to exploit the resources of their particular ecological niche are investigated. These adaptations are grouped into structural, physiological and behavioural categories and together make up an adaptive package, increasing an organism’s chances of survival in its environment. Individual and collective behaviours of organisms are examined.

Outcomes

Investigate and inquire scientifically.
Apply biological understandings.
Communicate biological information and understandings.

Area of Study 2  Dynamic Ecosystems

In this area of study the focus is on the complex relationships that exist between living things and resources of Australian ecosystems. Ecosystems do not exist in isolation from each other and the network of ecosystems that constitute the global system of the biosphere is examined. Interactions between members of the same and different species, and between organisms and their non-living environment, are investigated.

Outcomes

Investigate and inquire scientifically.
Apply biological understandings.
Communicate biological information and understandings.

Assessment Tasks  A set of assessment tasks such as - a field trip, analysis, practical activities, annotated poster, data analysis, problem solving, tests - multiple choice and short answer; and a final examination.
Biology

Units 3 and 4

Unit 3: Signatures of Life

In Unit 3 students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes. Students investigate DNA structure and the genetic code.

Students investigate the significant role of proteins in cell functioning and how the structure of a protein relates to its function in an organism. Students investigate how cells communicate with each other at the molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’; and how physical barriers and immune responses can protect the organism against pathogens.

In Unit 4 students examine evidence for evolution of life forms over time. Students explore the universality of DNA and evidence for ancestral life that has given rise to the present biodiversity of our planet. Students investigate genomics (the study of whole sets of genes possessed by an organism), gene expression and regulation, and relationships between species.

Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider changes to species over time, speciation and extinction. Students examine biological, cultural and technological evolution. Students investigate technological applications and implications of advances in molecular genetics. Students examine controversial issues raised by the ability to apply technologies that can change the genetic composition of individual organisms and species, including humans.

Molecules of Life

Area of Study 1
Outcome 1

On completion of this unit the student should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.

Practical investigations and written reports.

Assessment Tasks

Area of Study 2
Outcome 2

On completion of this unit the student should be able to describe and explain the use of the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

Assessment Tasks

Report of an investigation or simulation.
Response to an issue or aspect of the immune response.
Unit 4: Continuity and change

Area of Study 1: Heredity

Outcome 1: On completion of this unit the student should be able to analyse evidence for the molecular basis of heredity and patterns of inheritance.

Assessment Tasks: Practical investigations and written reports.

Area of Study 2: Change over time

Outcome 2: On completion of this unit the student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.


School-assessed Coursework for Unit 3 and Unit 4 will each contribute 20% to the study score. There is one end-of-year written examination, which will contribute 60% to the study score.
Chemistry Units 1 – 4

Unit 1: The big ideas of chemistry

Unit 1 examines the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its chemical behaviour can all be linked to its position in the Periodic Table.

Area of Study 1  The Periodic Table
This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

Outcome 1
On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.

Assessment Tasks  Practical work and class tests.

Area of Study 2  Materials
This area of study focuses on the structure, properties and applications of materials.

Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.

Outcome 2
On completion of this unit the student should be able to use models of structure and bonding to explain the properties and applications of materials.

Assessment Tasks  Practical work, class tests and the June examination.
Chemistry

Unit 2: Environmental Chemistry

Unit 2 focuses on the role of water and the gases of the atmosphere in life on Earth. Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.

Area of Study 1  Water

This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. Students investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. They use full and ionic equations to represent the reactions and calculate the amount of reactants and products involved. Students investigate the concepts of solubility, concentration and pH, when dealing with problems of pollution and maintaining the quality of water. They investigate at least one process that uses the principles of green chemistry.

Outcome 1  On completion of this unit the student should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases and oxidants and reductants.

Assessment Tasks  Practical work and class tests.

Area of Study 2  The Atmosphere

This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. They prepare and test the properties of one of these gases in the laboratory. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.

Outcome 2  On completion of this unit the student should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Assessment Tasks  Practical work, class tests and the November examination.
Chemistry

Unit 3: Chemical pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Each technique of analysis depends on a particular property or reaction of the chemical being investigated.

Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Area of Study

Chemical analysis

In this area of study students use a variety of analytical techniques to analyse products in the laboratory. They conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. They are also introduced to instrumental analytical techniques of spectroscopy and chromatography. Students review and apply their understanding of stoichiometry as they complete calculations related to their practical investigations. Students relate the operation of the analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

Outcome 1

On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analyses.

Assessment

SAC 1: Gravimetric and volumetric analysis.

Area of Study

Organic chemical pathways

In this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways. Students use molecular models and conduct simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. Students investigate the use of biochemical fuels. They design reaction pathways to prepare organic compounds from given starting materials.

Students investigate how forensic analysis relies on the use of organic chemicals and the role of organic chemicals in the development of medicines.

Outcome 2

On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Assessment Tasks

SAC 2: Organic reactions and pathways
SAC 3: Structured Questions on chemical analysis and organic chemistry
Chemistry

Unit 4: Chemistry at work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate the renewability of a range of energy sources and consider their energy efficiencies.

Area of Study | Industrial chemistry
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This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how the equilibrium law is applied to homogeneous equilibria. They conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier’s Principle to explain their results.

Students explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals. One chemical selected from ammonia, sulfuric acid or nitric acid is studied in detail.

Outcome 1

On completion of this unit the student should be able to analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to determine the optimum conditions used in the industrial production of the selected chemical.

Assessment | SAC 1: Reaction rates and dynamic equilibrium
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Area of Study 2 | Supplying and using energy
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This area of study focuses on use of different energy resources. Students evaluate the extent of the reserves of some of these resources, how each resource is used and the advantages and disadvantages of their continued use. The electrochemical series is a useful tool in the prediction of redox reactions in aqueous solution. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. They extend their study of stoichiometry with the application of Faraday's laws to solve problems involving quantitative calculations for electrolysis reactions.

Outcome 2

On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

Assessment | SAC 2: Calorimetry and the heat of reaction.
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SAC 3: Structured questions on chemical equilibrium and energy in Chemistry. November examination: 2½ hours. Final assessment: Unit 3 coursework 20%, Unit 4 coursework 20%, November examination 40%.
Drama Units 3 - 4

Drama Units 3 and 4 and Theatre Studies Units 3 and 4 are offered in alternate years. Please note that in 2013 Theatre Studies will be offered. This study will normally be taken by Year 11 students who have completed both Drama units in Year 10. Year 11 students without this background who wish to take the subject should consult with the VCE Coordinator and Head of Drama.

Drama Units 3 and 4 focus on the use of non-naturalistic performance styles and theatrical conventions to create both ensemble and solo performance.

Unit 3: Ensemble Performance

Area of Study 1
Outcome 1
Creating and presenting an ensemble performance
Develop and present characters within a non-naturalistic ensemble performance.

Assessment Task
Presentation of characters within an ensemble performance.

Area of Study 2
Outcome 2
Responding to an ensemble performance
Analyse playmaking techniques used to construct and present ensemble works, including the work created for Outcome 1.

Assessment Task
A written report that analyses the development and performance of character/s from the ensemble work developed for Outcome 1.

Area of Study 3
Outcome 3
Analysing a non-naturalistic performance
Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Assessment Task
A written analysis and evaluation of a play selected from the Unit 3 playlist.

Unit 4: Solo Performance

Area of Study 1
Outcome 1
Processes used to create a solo performance
Create, develop and perform a short solo performance based on stimulus material, and evaluate the process.

Assessment Task
Presentation of a short solo performance based on stimulus material
A short written report that describes and analyses processes used at different stages to create the performance.

Area of Study 2
Outcome 2
Creating a Solo Performance
Create, develop and perform a solo work selected from the list of prescribed structures set by the VCAA.

Assessment Task
Performance examination.

Area of Study 3
Outcome 3
Analysing a Solo Performance
Describe, analyse and evaluate the creating, development and presentation of a solo performance.

Assessment Task
A written report that uses the language of drama to analyse and evaluate the solo performance developed in Outcome 2.

A performance examination at the end of the year contributes 35% towards the final grade and an end of year examination contributes 25%.
Economics 1-4

Unit 1: Economics – choices and consequences

This unit focuses on how the Australian community organises itself to meet the needs and wants of its citizens and the economic issues facing the Australian community.

**Area of Study 1**

**A Market System**
This area of study introduces the basic economic concepts and an examination of how markets work to solve the problem of scarcity.

**Outcome 1**
On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of their citizens and apply economic decision-making to current economic problems.

**Assessment tasks**
*Case study of the property market and topic test.*

**Area of Study 2**

**Economic Issues**
All economies face issues that have an impact on the living standards and on the stability of the economy. Through a consideration of economic growth and sustainable development and one other contemporary economic issue, students will develop an understanding of these issues.

**Outcome 2**
On completion of this unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards.

**Assessment tasks**
*Report and oral presentation.*

Unit 2: Economic change - issues and challenges

Students study how the changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards.

Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

**Area of Study 1**

**Population, employment and change**
Students examine and analyse the impact on Australia’s living standards of changing employment and participation patterns, skills shortages and technological change.

**Outcome 1**

**Assessment tasks**
*Case study and topic test.*

**Area of Study 2**

**Global economic issues**
Students consider Australia’s global trading relationships and our obligations as a high-income nation to support economic development by low-income nations.

**Outcome 2**

**Assessment tasks**
*Essay and topic test.*
Economics

The focus of Unit 3 is on developing an understanding of the market mechanism and economic activity in Australia and the economic goals of the Australian government.

The focus of Unit 4 is the study of the management of the Australian economy which concentrates on budgetary, monetary and aggregate supply policies used by the Australian government.

Unit 3: Economic activity

Area of Study 1 The market system and resource allocation
This area of study examines how the market system operates in the Australian economy and the effectiveness of the market system in achieving an efficient allocation of resources.

Outcome 1 On completion of this unit the student should be able to explain how markets operate to allocate scarce resources and discuss the extent to which markets operate freely in Australia.

Assessment tasks A test, an essay or a folio of applied economic exercises. Marks allocated - 40%.

Area of Study 2 An introduction to macroeconomics: output, employment and income
Students examine the performance of the Australian economy in terms of goals such as low inflation, economic growth, full employment and external stability.

Outcome 2 On completion of this unit the student should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may influence the achievement of these goals over the past four years and analyse the impact each of these goals may have on living standards.

Assessment tasks A test, an essay or a folio of applied economic exercises. Marks allocated - 60%.

Unit 4: Economic management

Area of Study 1 Macroeconomic demand management policies
This area of study examines how the government uses budgetary and monetary policies to achieve its economic goals.

Outcome 1 On completion of this unit the student should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy and analyse how the policies may be used to achieve key economic goals and improved living standards in Australia.

Assessment tasks A test, a report, an essay or a folio of applied economic exercises. Marks allocated - 50%.
Economics

Unit 4:  
Area of Study 2  

*Aggregate supply policies*

Students examine how the government employs microeconomic reform policies to achieve its economic goals and how budgetary and monetary policies relate to microeconomic reform policies.

Outcome 2  
On completion of this unit the student should be able to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia and analyse the current government policy mix.

Assessment tasks  
* A test, a report, an essay or a folio of applied economic exercises.  
* Marks allocated - 50%.
English/ESL Units 1 - 4

All students are expected to do two units of an English in Year 11. This could be English Units 1 and 2 and/or Literature Units 1 and 2. It is not necessary to take Unit 1 and /or Unit 2 Literature in order to take Unit 3 and 4 Literature. You are able to take both English and Literature.

The following are possible combinations:

- English Units 1 and 2
- Literature Units 1 and 2
- English Unit 1 and Literature Unit 2
- Literature Unit 1 and English Unit 2

or both

- English Units 1 and 2
- Literature Units 1 and 2

Units 1 and 2

English aims to enable all students to develop their critical and imaginative understanding, aesthetic appreciation and creativity. Control of the English language underpins effective functioning in the contexts of study, work and society, so students learn to use it in a wide range of situations, ranging from the personal and informal to more public occasions.

**Area of Study**

Reading and Responding

Outcomes

Unit 1 - Identify and discuss key aspects of set texts
Unit 2 – Discuss and analyse how texts convey ways of thinking about characters, ideas and themes.

Assessment Tasks

Demonstration of the outcome in both units must be based on the student's performance on a selection of assessment tasks that are in written, oral or multimodal form such as creative, analytical or argumentative responses, role play and oral presentation.

Creating and Presenting

Outcomes

Unit 1 – A variety of writing is informed by reading a range of texts relevant to a set Context.
Unit 2 - A variety of writing is informed by reading a range of texts relevant to a set Context.

Assessment Tasks

Units 1 and 2 – Exploration of a range of texts so that students can then create and present their own written and/or multi-modal texts for a specified audience, purpose and context.

Using Language to Persuade

Outcomes

Unit 1 - To identify and discuss how language can be used to persuade readers and /or viewers.
Unit 2 - To identify and analyse how language is used in a persuasive text and to present a reasoned point of view.

Assessment Tasks

Units 1 and 2 - Discussion of the use of language and point/s of view in a persuasive text, either in writing and/ or orally.
English/ESL

Units 3 and 4

Students may take English Units 3 and 4 and/or Literature Units 3 and 4.

English aims to enable all students to develop their critical and imaginative understanding, aesthetic appreciation and creativity. Control of the English language underpins effective functioning in the contexts of study, work and society, so students learn to use it in a wide range of situations, ranging from the personal and informal to more public occasions.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td></td>
<td><strong>Reading and Responding</strong></td>
</tr>
<tr>
<td></td>
<td>Units 3 and 4: Identifies, discusses and analyses key aspects of set texts and how they construct meaning, convey ideas and values and are open to a range of interpretations.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Unit 3 - A response to a selected text, either orally or in writing.</td>
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<td></td>
<td>Unit 4 - An extended written interpretation of one selected text.</td>
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<tr>
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<tbody>
<tr>
<td></td>
<td><strong>Creating and Presenting</strong></td>
</tr>
<tr>
<td></td>
<td>Unit 3 and 4: The focus is on reading and writing and their interconnection based around a selected Context. Students will draw on ideas and/or arguments they have gained from the texts studied to construct their own texts for a specified audience and purpose.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Units 3 and 4: Students create and present their own written and/or multi-modal texts for a specified audience, purpose, form and context. At least one sustained written text or three to five shorter texts.</td>
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<tbody>
<tr>
<td></td>
<td><strong>Using Language to Persuade</strong></td>
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<td></td>
<td>Unit 3: To analyse and compare the use of language in texts that debate a topical issue in the Australian media.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>A written analysis of the use of language in three or more persuasive texts that debate a current issue in the media. A sustained and reasoned point of view on a selected issue in written or oral form.</td>
</tr>
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</table>

An examination at the end of Semester 2 contributes 50% to the final grade.
Food and Technology

Units 3 and 4

Food and Technology enables students to develop a theoretical understanding of the relationship between food and technology. Students will apply their knowledge when using food in a practical situation. They will use the design process, involving critical thinking and problem solving skills to develop food products for a specific purpose.

Unit 3:

Area of Study: Food preparation, processing and food controls

Outcome 1
Describe the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
Assessment Tasks: Any one or a combination of – a written or oral report, a multimedia presentation, a test, an annotated visual display, a case study, a media analysis.

Outcome 2
Analyze preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
Assessment Tasks: Any one or a combination of – production activities, a report, a multimedia presentation, an essay, a test, an annotated visual display, a production portfolio, online publication.

Outcome 3
Develop a design brief, evaluation criteria and a design plan for the development of a food product.
Assessment Tasks: A design folio that includes -
A design brief and evaluation criteria
A design plan including research and ideas
An outline of food items, properties of main ingredients, processes, tools and equipment, safety and hygiene requirements to produce food items and an overall timeline for production of food items
Individual food item production plans.
Production work accompanied by photographic and written records of progress and modifications.
An evaluation of the sensory properties of the food items, the product using evaluation criteria, efficiency and effectiveness of production activities.

Unit 4:

Area of Study: Food product development and emerging trends

Outcome 1
Safely and hygienically implement the production plans for a set of four to six food items that comprise the product. Evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria and evaluate the efficiency and effectiveness of production activities.
Assessment Tasks: Assessment Tasks - as in Unit 3 Outcome 3.

Outcome 2
Analyze driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.
Assessment Tasks: Any one or a combination of -
A test, a written report, analysis of a case study, structured questions, a multimedia presentation, an oral presentation.

Final assessment: School-assessed coursework 30%, school-assessed task 40%, examination 30%.
Geography

Units 3 and 4

This course is structured so as to allow students to move from investigations of local and regional significance into considerations of issues on a global scale. There is a focus on developing key geographic skills.

Unit 3: Regional resources

A resource is anything that is created by people or which occurs naturally and is used by people. This unit considers resources found within particular regions and how these resources are used and managed. Use of resources changes over time and a whole range of factors affects how these resources can be used sustainably.

Area of Study 1 Use and management of an Australian water resource

The particular focus of the investigation is Australia’s great ‘food bowl’ region, the Murray-Darling Basin. The demand, supply and distribution of water resources in this region are particularly significant. Students will undertake a field trip to the Shepparton region.

Outcomes: On completion of this unit the student should be able to analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.

Assessment Tasks Fieldwork report.
Test SAC.

Area of Study 2 Use and management of local resources

The focus here is on a local resource, South Surrey Park. Students study the importance of the resource, how it is managed and its future sustainability. This topic provides the opportunity for fieldwork and the collection of data for further analysis.

Outcomes: On completion of this unit the student should be able to describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Assessment Tasks Fieldwork report.
Test SAC.
Unit 4: Global perspectives

The investigations in this unit are on major human or natural events or processes that have the capacity to influence the whole world or very significant parts of the world. Students investigate human population issues and one other major global issue.

Area of Study 1  Global phenomena

This Area of Study focuses on the analysis, explanation and evaluation of the factors creating global phenomena. There will be a study of human population issues and one other issue. The other study could be selected from topics such as climate change, desertification, wetlands, tourism or migration.

Outcomes: On completion of this unit the student should be able to evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.

Assessment Tasks  Test SAC.

Area of Study 2  Global responses

This Area of Study looks at how people and organisations respond to human population issues and one other global issue. The topic considers how responses have changed over time and the positive and negative effects of these responses. Students have the opportunity to evaluate these policies and strategies. There will be a focus on the management of the disease, Malaria.

Outcomes: On completion of this unit the student should be able to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.

Assessment Tasks  Test SAC.
Global Politics (formerly International Studies)

Units 3 and 4

Global politics aims to provide students with insights into our rapidly changing world. The focus is on the study of the political, social, cultural and economic forces that shape international relations in the 21st century. It investigates key global challenges such as human rights, development issues, weapons proliferation and people movements. The course also considers the nature of global crises such as terrorism, war, or environmental degradation and the effectiveness of some of the proposed solutions.

Unit 3: Global actors

This unit investigates the key global actors in the 21st century. The key actors are the world’s states, international institutions such as the UN, commercial organisations such as transnational corporations and a range of other actors (including religions, altruistic international bodies and charities, organised crime syndicates and terrorist movements.)

Area of Study 1  Global actors

The focus is on examining some of the key bodies that have power and influence in the modern world.

Outcomes: On completion of this unit the student should be able to evaluate the power and the influence of key global actors in the 21st century and assess the extent to which they achieve their aims.

Assessment tasks: These will be selected from a range of options including structured questions, reports, an essay, topic tests.

Area of Study 2  Power in the Asia-Pacific Region

In this area of study students examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests.

Outcomes: On completion of this unit the student should be able to analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

Assessment tasks: These will be selected from a range of options including structured questions, reports, an essay, topic tests.
Global Politics

Unit 4: Global challenges

This unit allows students to investigate key global challenges facing the international community in the 21st century. Students consider the debates around two ethical issues and examine the concept of global citizenship. Students also explore the context and causes of global crises and the effectiveness of responses to these.

Area of Study 1  Ethical issues and debates

Students examine the debates about two global issues. These debates are considered in the context of particular case studies. The debates cover human rights, people movement and arms control and disarmament.

Outcomes: On completion of this unit the student should be able to analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

Assessment tasks: These will be selected from a range of options including structured questions, reports, an essay, topic tests.

Area of study 2  Crises and responses

This area of study looks at current global crises. Students investigate two of these in detail and consider the effectiveness of the responses to these crises. The topics are environmental degradation, intra and inter-state conflict, state and non-state terrorism and economic instability.

Outcomes: On completion of this unit the student should be able to explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

Assessment tasks: These will be selected from a range of options including structured questions, reports, an essay, topic tests.
Health and Human Development Units 1 – 4

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The Assessment Tasks for Units 1-4 of Health and Human Development are listed under Area of Study 1, Unit 1. In any unit a relevant task or tasks will be drawn from this list.

Health and Human Development Units 1-4

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

Area of Study 1 Understanding youth health and development

Outcome 1 To be able to describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measures.

Assessment Tasks A case study analysis; a data analysis; a visual presentation, such as concept/mind map, poster or presentation file; a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual, a blog; a test; a written response, such as a research assignment or briefing paper).

Area of Study 2 Youth issues

Outcome 2 To be able to describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Assessment Tasks As for Area of Study 1
Health and Human Development

Unit 2: Individual human development and health issues

Area of Study 1 Prenatal health and individual health
Outcome 1 To be able to describe and explain the factors that affect the health and individual human development during the prenatal stage
Assessment Tasks As for Unit 1

Area of Study 2 Child health and individual development
Outcome 2 To be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

Area of Study 3 Adult health and individual development
Outcome 3 To be able to describe and explain the factors that affect the health and individual development of Australia’s adults.
Assessment Tasks As for Unit 1

Area of Study 3 Health issues
In this area of study students identify a range of health issues that are having an impact on Australia’s health system and investigate at least one health issue in detail. Health issues suitable for investigation include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health, provision of rural health services, the ageing population. Students use statistical data to identify emerging trends and evaluate a range of views related to their selected health issue.

Students investigate the actions that could be undertaken in relation to their selected health issue.

Outcome 3 To analyse a selected health issue facing Australia’s health system and evaluate community and/or government actions that may address the issue.
Assessment Tasks As for Unit 1

Units 3 and 4 Australia’s health

Unit 3: Understanding Australia’s health

Area of Study 1 Understanding Australia’s health
Outcome 1 To compare the health status of Australia’s population with other developed countries, compare and explain the variations in the health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
Assessment Tasks As for Unit 1
Area of Study 2  
Promoting health in Australia

Outcome 2  
To be able to discuss and analyse approaches to health and health promotion and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Assessment Tasks  
As for Unit 1.

Unit 4:

Area of Study 1  
Introducing global health and human development

Outcome 1  
To analyse factors contributing to variations in health status between Australia and developing countries and evaluate progress towards the United Nations’ Millennium Development Goals.

Assessment Tasks  
As for Unit 1

Area of Study 2  
Promoting global health and human development

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

Assessment Tasks  
As for Unit 1

School-assessed coursework will contribute to 50% and an examination will contribute 50% to the final assessment.
History Units 1-4

History – 20th Century Units 1 and 2

The twentieth century was a period of significant change. Unit 1 (Twentieth Century History 1900-1945) considers how different societies responded to these changes, how they affected people's lives and the development of domestic and international crises. Our historical contexts for study are Hitler's rise to power during the 1920s and Nazism.

A constant theme of World History since 1945 has been the increasing interplay between domestic and regional events and international developments. Unit 2 (Twentieth Century History since 1945) provides the opportunity to investigate major themes and principal events of post-war history: the Cold War, the Vietnam War, Protest Movements and issues of the last decades of the 20th Century.

Unit 1:

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<tr>
<th>Area of Study</th>
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<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>Crisis and Conflict</td>
<td>Analyse and explain the development and impact of a political crisis and conflict in the period 1900-1945.</td>
<td>These could include map work, short answer questions or an analysis of evidence to present a particular viewpoint.</td>
</tr>
<tr>
<td>Social Life</td>
<td>Analyse and discuss patterns of social life and factors which influenced changes to social life.</td>
<td>Research essay on life in Nazi Germany and a document analysis.</td>
</tr>
<tr>
<td>Cultural Expression</td>
<td>Analyse the relationship between the historical context and a cultural expression of the period 1900-1945.</td>
<td>An analytical exercise or film review.</td>
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Unit 2:

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<tr>
<th>Area of Study</th>
<th>Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Political Power</td>
<td>Analyse and discuss how post war societies used ideologies to legitimise their world view and portray competing systems.</td>
<td>A film review or an analytical exercise.</td>
</tr>
<tr>
<td>Movements of the People</td>
<td>Evaluate the impact of post war challenges to establishing social, economic and/or political power.</td>
<td>Investigation and a report on a protest movement of the late 20th century.</td>
</tr>
<tr>
<td>Issues for the Millennium</td>
<td>Analyse issues faced by communities arising from political, economic and/or technological change.</td>
<td>These could include an essay or a debate, a multimedia presentation, short answer questions, a role play or film analysis.</td>
</tr>
</tbody>
</table>

An examination will contribute 50% to the final assessment at the end of each semester.
Australian History Units 3 and 4

This course provides a framework in which to explore the experiences of men and women from the beginnings of European settlement until today.

**Unit 3:**

**Australian history – imagining Australia**

**Area of Study 1**

**Outcomes**

**A New Land: Port Philip District 1830-1860**

Students should be able to explain the motives and hopes underlying the settlement of Port Philip up to 1860 and the impact on the indigenous population.

**Area of Study 2**

**Outcomes**

**Nation, race and citizen 1888-1914**

Students should be able to analyse the vision of nationhood that underpinned the concepts of citizenship and evaluate its implementation in the early years of the new nation.

**Assessment Tasks**

A research report, analysis of visual and/or written documents, historiographical exercise, essay.

**Unit 4:**

**Area of Study 1**

**Outcomes**

**Testing the new nation 1914-1950**

Students should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914-1950, i.e. World War 1 or World War 2 or the Great Depression.

**Area of Study 2**

**Outcomes**

**Debating Australia’s future 1960-2000**

Students should be able to evaluate the extent to which changing attitudes are evident in Australia’s reaction to significant social and political issues.

- Attitudes to Indigenous Rights OR
- Attitudes to the Vietnam War OR
- Attitudes to the Environment OR
- Attitudes to Immigration

**Assessment Tasks**

A research report, essay, historiographical exercise, analysis of visual and/or written documents.

A two-hour examination at the end of Semester 2 contributes 50% towards the final grade.
History Revolutions  Units 3 and 4

This course provides a framework in which to explore processes of dramatically accelerated social change. The Russian Revolution (1905-1924) and the French Revolution (1781-1795) provide the focal points. The study of these revolutions includes the causes of tension and conflict generated in the old regime that contributed to revolution and the ideas and ideologies used in the revolutionary struggle by individuals and groups to bring about change. The new political order and new society that struggled to emerge from the revolution are also analysed.

### Area of Study 1
**Outcomes**
The outcome of this area of study is an evaluation of the ideas, leaders, movements and events in the development of the revolution.

**Assessment Tasks**
Assessed tasks will include two of the following: a research report, analysis of visual and written documents, historiographical exercise, an essay.

### Area of Study 2
**Outcomes**
The outcome of this area of study is an analysis of the challenges facing the emerging new order, the attempts to create a new society and an evaluation of the nature of the society created by the revolution.

**Assessment Tasks**
Assessed tasks will include two of the following tasks – two not completed as part of Area of Study 1: a research report, analysis of visual and written documents, historiographical exercise, an essay.

An examination at the end of Semester 2 contributes 50% towards the final grade.
Hospitality

Certificate II in Hospitality and Certificate II in Kitchen Operations Units 1 and 2

This course is one year in duration at Year 11. Students may choose this program.

- in conjunction with Food and Technology (Units 3 and 4)
- as an alternative to Food and Technology (Units 3 and 4)
- as a precursor to Food and Technology (Units 3 and 4) in Year 12

The program is run in conjunction with the Inner Melbourne VET Cluster and classes are held each Wednesday afternoon throughout the school year. This course is designed to provide entry level training for students wishing to pursue a range of occupations associated with the hospitality industry whilst giving students the opportunity to become competent in commercial cookery.

The course is divided into modules, each with specific areas of competency. Competencies are set by industry and focus on the Hospitality workplace. They cover aspects such as -

- organising and preparing food
- presentation food
- hygiene, health and safety
- security practices
- working in a socially diverse environment
- receiving and storing stock
- knowledge of hospitality industry
- serving food and beverage to customers

Competencies are attained through assignments, tests and practical demonstration of skills. There is a large practical focus and in the kitchen, students will demonstrate their understanding of the processes and principles of a variety of cookery methods.

The course comprises of (alternate weeks)

- 4 hour practical classes – commercial kitchen, Tay Creggan
- 3 hour theory classes

On successful completion of the first year VET in School program students will achieve the following;

- four units towards their VCE
- a nationally recognised vocational Certificate II in Hospitality
- a Statement of Results showing all units and competencies completed

As part of the program students are required to enter the workforce for five days (40 hours) per year. This may be done through weekend work, after school, during the holidays or during the school term.

The students must participate in two hospitality functions within the school year, usually on a Friday evening.

An additional block of training (seven days) organised and run by IMVC (Front of House), will also be required if students intend to undertake Hospitality Operations (Front of House) in Year 12.

There will be additional costs for VET Hospitality.
Languages Units 1 - 4

Chinese Units 1 and 2

Chinese Second Language is designed for students who have learnt all the Chinese they know in an Australian school or similar environment. The areas of study for VCE Chinese comprise themes, topics, vocabulary (420 Chinese characters), grammar, text-types and kinds of writing. They are common to all four VCE Units, designed to be drawn upon in an integrated way dependent on each Outcome. There are three prescribed themes: the individual; the Chinese-speaking communities; the changing world. Each of these themes has three prescribed topics.

Aims
The Chinese course at VCE level is designed to enable students to:

- use Chinese to communicate with others;
- understand and appreciate the cultural contexts in which Chinese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Chinese and English;
- apply Chinese to work, further study, training or leisure.

Unit 1:
Area of study  
Topics will include the student's personal world and family and future aspirations.

Outcome 1  
Establish and maintain a spoken or written exchange in Chinese related to personal areas of experience.

Assessment Task  
An informal conversation or reply to a personal letter/email/fax.

Outcome 2  
Listen to, read and obtain information from written and spoken texts.

Assessment Tasks  
Listen to spoken texts to obtain information to complete notes, charts or tables in Chinese or English.
Read written texts to obtain information to complete notes, charts or tables in Chinese or English.

Outcome 3  
Produce a personal response in Chinese to a text focusing on a real or imaginary experience.

Assessment Task  
Oral presentation or review or an article.

Unit 2:
Area of study  
Topics will include schooling, the environment, travel, the world of work, Chinese history and culture.

Outcome 1  
Participate in a spoken or written exchange related to making arrangements and completing transactions in Chinese.

Assessment Task  
A formal letter/fax/email or a role play/interview.

Outcome 2  
Listen to, read, extract and use information and ideas from written and spoken texts in Chinese.

Assessment Tasks  
Listen to spoken texts and reorganise information and ideas in a different text type.
Read written texts and reorganise information and ideas in a different text type.

Outcome 3  
Give expression to a real or imaginary experience in written or spoken form in Chinese.

Assessment Task  
Journal entry/personal account/short story.

Assessment will consist of 8 school-assessed tasks covering listening, speaking, reading and writing (4 per semester). In addition, there will be mid-year and end-of-year examinations, along with ongoing short tests of vocabulary and grammar.
Languages

Chinese Units 3 and 4

Unit 3: 
Area of study  Topics will include lifestyles in China and various Chinese-speaking communities, youth issues, arts and entertainment and technology.

Outcome 1  Express ideas through production of original texts in Chinese.

Assessment Task  A 200-character personal or imaginative written piece.

Outcome 2  Analyse and use information from spoken texts.

Assessment Task  A response to specific questions, messages or instructions, extracting and using information requested in Chinese.

Outcome 3  Exchange information, opinions and experiences.

Assessment Task  A 3-4 minute role-play, focusing on the resolution of an issue.

Unit 4: 
Area of study  Topics will include historical perspectives (the detailed study), personal values and opinions and social issues.

Outcome 1  Analyse and use information from written texts in Chinese, and translate part of the text(s) into English.

Assessment Task  A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text(s) into English.

Outcome 2  Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities (related to the detailed study).

Assessment Tasks  A 250-character informative, persuasive or evaluative response, for example a report, comparison or review.  A 3-4 minute interview on an issue related to the detailed study.

Assessment consists of: 
  6 school-assessed tasks covering listening, speaking, reading and writing, which contribute 50% of the total score.
  End-of-year examinations, contributing 50% of the total score.

The end-of-year examinations are: 
  An oral examination (approximately 15 minutes, focusing on general conversation and the detailed study).
  A two-hour written examination consisting of a listening section, a reading section and a writing section.
Languages

French Units 1 and 2

Students will develop their skills in listening, speaking, reading and writing through the study of three major themes: the individual, the French-speaking community and the changing world. They will consolidate and expand their skills and knowledge of vocabulary, grammar and sentence structure and will explore a variety of text types.

Aims
The French course at VCE level is designed to enable students to:
- use French to communicate with others;
- understand and appreciate the cultural contexts in which French is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between French and English;
- apply French to work, further study, training or leisure.

Unit 1:
Area of study Topics will include the student's personal world, family, future aspirations, technology and immigration.
Outcome 1 Establish and maintain a spoken or written exchange in French related to personal areas of experience.
Assessment Task An informal conversation or reply to a personal letter/email/fax.
Outcome 2 Listen to, read and obtain information from written and spoken texts.
Assessment Tasks Listen to spoken texts to obtain information to complete notes, charts or tables in French or English.
Read written texts to obtain information to complete notes, charts or tables in French or English.
Outcome 3 Produce a personal response in French to a text focusing on a real or imaginary experience.
Assessment Task Oral presentation or review or an article.

Unit 2:
Area of study Topics will include the environment, travel, leisure activities and the world of work.
Outcome 1 Participate in a spoken or written exchange related to making arrangements and completing transactions in French.
Assessment Task A formal letter/fax/email or a roleplay/intererview.
Outcome 2 Listen to, read, extract and use information and ideas from written and spoken texts in French.
Assessment Tasks Listen to spoken texts and reorganise information and ideas in a different text type.
Read written texts and reorganise information and ideas in a different text type.
Outcome 3 Give expression to a real or imaginary experience in written or spoken form in French.
Assessment Task Journal entry/personal account/short story.

Assessment will consist of 8 school-assessed tasks covering listening, speaking, reading and writing (4 per semester). In addition, there will be mid-year and end-of-year examinations, along with ongoing short tests of vocabulary and grammar.
French Units 3 and 4

Unit 3:
Area of study: Topics will include lifestyles in Paris and various French-speaking countries, historical figures, social issues, arts and entertainment.

Outcome 1: Express ideas through production of original texts in French.
Assessment Task: A 250-word personal or imaginative written piece.

Outcome 2: Analyse and use information from spoken texts.
Assessment Task: A response to specific questions, messages or instructions, extracting and using information requested in French.

Outcome 3: Exchange information, opinions and experiences.
Assessment Task: A 3-4 minute role-play, focusing on the resolution of an issue.

Unit 4:
Area of study: Topics will include historical perspectives (the detailed study), personal values and opinions, and social issues.

Outcome 1: Analyse and use information from written texts in French.
Assessment Task: A response to specific questions, messages or instructions, extracting and using information requested.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking countries (related to the detailed study).
Assessment Tasks: A 250-300 word informative, persuasive or evaluative response, for example a report, comparison or review. A 3-4 minute interview on an issue related to the detailed study.

Assessment consists of:
6 school-assessed tasks covering listening, speaking, reading and writing, which contribute 50% of the total score.
End-of-year examinations, contributing 50% of the total score.

The end-of-year examinations are:
An oral examination (approximately 15 minutes, focusing on general conversation and the detailed study).
A two-hour written examination consisting of a listening section, a reading section and a writing section.
Languages

Italian Units 1 and 2

Students will develop their skills in listening, speaking, reading and writing through the study of three major themes: the individual, the Italian-speaking community and the changing world. They will consolidate and expand their skills and knowledge of vocabulary, grammar and sentence structure and will explore a variety of text types.

Aims
The Italian course at VCE level is designed to enable students to:
- use Italian to communicate with others;
- understand and appreciate the cultural contexts in which Italian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Italian and English;
- apply Italian to work, further study, training or leisure.

Unit 1:

Area of study | Topics will include the student identity and family, living today, work and school.
--- | ---
Outcome 1 | Establish and maintain a spoken or written exchange in Italian related to personal areas of experience.
Assessment Task | An informal conversation or reply to a personal letter/email.
Outcome 2 | Listen to, read and obtain information from written and spoken texts.
Assessment Tasks | Listen to spoken texts to obtain information to complete notes, charts or tables in Italian or English.
| Read written texts to obtain information to complete notes, charts or tables in Italian or English.
(Nota: Responses in English for one task and in Italian for the other.)
Outcome 3 | Produce a personal response in Italian to a text focusing on real or imaginary experience.
Assessment Task | Oral presentation or review or an article.

Unit 2:

Area of study | Topics will include festivals and traditions and immigration and dialects.
--- | ---
Outcome 1 | Participate in a spoken or written exchange related to making arrangements and completing transactions in Italian.
Assessment Task | A formal letter/fax/email or a roleplay/interview.
Outcome 2 | Listen to, read, extract and use information and ideas from written and spoken texts in Italian.
Assessment Tasks | Listen to spoken texts and reorganise information and ideas in a different text type.
| Read written texts and reorganise information and ideas in a different text type.
Outcome 3 | Give expression to a real or imaginary experience in written or spoken form in Italian.
Assessment Task | Journal entry/personal account/short story.

Assessment will consist of 8 school-assessed tasks covering listening, speaking, reading and writing. In addition, there will be mid-year and end-of-year examinations, along with ongoing short tests of vocabulary and grammar.
Italian Units 3 and 4

Unit 3: Area of study
Topics will include personal world, lifestyles in Italy and Australia, tourism and holidays and social and contemporary Issues.

Outcome 1
Express ideas through the production of original texts in Italian.

Assessment Task
A 250-word personal or imaginative written piece.

Outcome 2
Analyse and use information from spoken texts.

Assessment Task
A response to specific questions, messages or instructions, extracting and using information requested in Italian.

Outcome 3
Exchange information, opinions and experiences.

Assessment Task
A 3-4 minute role-play, focusing on the resolution of an issue.

Unit 4: Area of study
Topics will include social and contemporary issues (detailed study) and environmental issues.

Outcome 1
Analyse and use information from written texts in Italian.

Assessment Task
A response to specific questions, messages or instructions, extracting and using information requested.

Outcome 2
Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking countries.

Assessment Tasks
A 250-300 word informative, persuasive or evaluative response, for example a report, comparison or review.
A 3-4 minute interview on an issue related to texts studied as stated in the assessment guide.

Assessment consists of:
6 school-assessed tasks covering listening, speaking, reading and writing, which contribute 50% of the total score.
End-of-year examinations, contributing 50% of the total score.

The end-of-year examinations are:
An oral examination (approximately 15 minutes, focusing on general conversation and the detailed study).
A two-hour written examination consisting of a listening section, a reading section and a writing section.
Legal Studies Units 1 – 4

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

Unit 2: Issues in civil law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Unit 1:

Area of Study 1
Outcome 1
Law in society
On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society.

Assessment Tasks
Topic test and folio of case studies.

Area of Study 2
Outcome 2
Criminal law
On completion of this unit the student should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.

Assessment Task
Report.

Area of Study 3
Outcome 1
The criminal courtroom
On completion of this unit the student should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Assessment Task
Structured assignment.

Unit 2:

Area of Study 1
Outcome 1
Civil law
On completion of this unit the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.

Assessment Task
Case study.

Area of Study 2
Outcome 2
Civil law in action
On completion of this unit the student should be able to explain to evaluate the processes for the resolution of civil disputes.

Assessment Tasks
Topic test and folio of case studies.

Area of Study 3
Outcome 3
The law in focus
On completion of this unit the student should be able to explain one or more areas of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area of law.

Assessment Tasks
Report and oral presentation.

Area of Study 4
Outcome 4
A question of rights
Students examine an instance where an individual or group has suffered an abuse of rights and sought redress.

Assessment Task
Case study.

There will be an examination in each semester.
Legal Studies

Units 3 and 4:

Unit 3: Law-making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Central to the investigation if the role played by the Commonwealth Constitution. Students learn of the role played by the Constitution and the High Court in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power.

Area of Study 1

Parliament and the citizen

Outcome 1

On completion of this unit the student should be able to explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.

Assessment Tasks

Essay or structured assignment.

Area of Study 2

Constitution and the protection of rights

Outcome 2

On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.

Assessment Tasks

Test or structured questions.

Area of Study 3

Role of courts in law-making

Outcome 3

On completion of this unit the student should be able to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Assessment Tasks

Test or structured questions or a case study or essay.
Legal Studies

Unit 4: Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.

Unit 4: Resolution and justice

Area of Study 1
Dispute resolution methods

Outcome 1
On completion of this unit the student should be able to evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.

Assessment Tasks Test or structured questions.

Area of Study 2
Court processes and procedures, and engaging in justice

Outcome 2
On completion of this unit the student should be able to explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

Assessment Tasks Test or structured questions or report.

An examination at the end of Semester 2 contributes 50% towards the final grade.
Literature Units 1-4

Students may take English Units 1 and 2 and/or Literature Units 1 and 2. Students can choose either Literature Unit 1 or Literature Unit 2. Students considering Literature Units 3 and 4 in Year 12 are recommended to take at least one unit of Literature in Year 11 and may find taking both Units 1 and 2 of value.

Unit 1:

This unit focuses on the way literary texts represent human experience and the reading practices needed to deepen understanding of texts

**Area of Study 1**

**Readers and their responses**

In this area of study students develop more informed responses to texts. They explore the form, the literary features and the conventions associated with a text and the ways in which it represents human experience.

**Outcome 1**

On completion of this unit the students should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

**Assessment Tasks**

A reading journal; close analysis of selected passages.

**Area of Study 2**

**Ideas and concerns in texts**

This area of study focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

**Outcome 2**

On completion of this unit the student should be able to analyse and respond both critically and creatively to ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

**Assessment Tasks**

An analytical essay; a creative response.

**Area of Study 3**

**Interpreting non-print texts**

This area of study focuses on making meaning from non-print texts. Students explore the way in which such media treat narrative and character, concerns and beliefs. They consider the conventions appropriate to different genres of non-print texts.

**Outcome 3**

On completion of this unit the student should be able to analyse the construction of a film and comment on the ways it represents an interpretation of ideas and experiences.

**Assessment Task**

Discussion paper.

Assessment will be by coursework and an examination.
Literature

Unit 2:

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and the structure of the text. Students extend their exploration of the ideas and concerns of the text.

Area of Study 1 The text, the reader and their contexts
This area of study focuses on the interrelationship between the text, readers and their social and cultural contexts. Students reflect upon their own background and experience in developing their response to the representation of social and cultural concerns and values of a text from a past era.

Outcome 1 On completion of this unit the student should be able analyse and respond both critically and creatively to ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

Assessment Tasks Analytical response, creative response.

Area of Study 2 Comparing texts
This area of study focuses on the way two or more texts relate to each other. Students make comparisons between the ways in which different texts are constructed.

Outcome 2 On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment Task Comparative essay.

Assessment will be by coursework and an examination.
All students are expected to do at least two units of an English in Year 11. This could be English Units 1 and 2 and/or Literature Units 1 and 2.
Literature

Units 3 and 4

Students may take either English Units 3/4 and/or Literature Units 3/4.

Unit 3:
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text affects meaning and generates different expectations in the readers, the way texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Area of Study 1  Adaptations and transformations
This area of study focuses on how the form of the text is significant in the making of meaning. Students understand the particular features of a particular form of a text and how meaning changes when the form of the text is changed.

Outcome 1  On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

Assessment Task  An analytical essay comparing two forms of the same text.

Area of Study 2  Views, values and contexts
This area of study focuses on consideration of the views and values in texts and the ways in which these are expressed to create particular perspectives of the world. Students consider the issues, ideas and contexts writers choose to explore and the way they are represented in the text.

Outcome 2  On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

Assessment Task  An analytical essay on the views and values represented in a text.

Area of Study 3  Considering alternative viewpoints
This area of study focuses on how various interpretations and judgements about a text can contribute to the students’ interpretations. Students engage with the viewpoints of others, they explore the underlying values and assumptions of these viewpoints and they consider what is questioned, unquestioned and the implications of gaps and silences.

Outcome 3  On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

Assessment Task  An analytical essay evaluating critical commentaries on a selected text.
Literature

Unit 4:

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text in to a cogent, substantiated response.

Area of Study 1  Creative response to texts
This area of study focuses on the imaginative techniques used for creating and re-creating a literary work. In their adaptation of an original text students show an understanding of the concerns and attitudes of the text and an understanding of language, voice, form and structure.

Outcome 1  On completion of this unit the student should be able to respond imaginatively to a text and comment on the connections between the text and the response.

Assessment Task  A creative response based on a selected text, with commentary on connections between text and response.

Area of Study 2  Close analysis
This area of study focuses on detailed scrutiny of the style, concerns and construction of a text. Students attend closely to textual details to examine the ways specific features and/or moments in the text contribute to their overall interpretation.

Outcome 2  On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment Task  Critical analysis of selected passages from a text, relating them to an interpretation of the text as a whole.

School-assessed coursework for Units 3 and 4 contributes 50% to the study score.

The end of year examination contributes 50% to the study score.
Mathematics

Mathematics Pathways

Selecting Units 1 and 2

Pathway 1: Mathematical Methods (CAS) 1 and 2 with General Mathematics A
To provide you with the widest choice and the strongest background for Units 3 and 4 Mathematics, you should consider studying four units of Mathematics at the Units 1 and 2 levels. The table on the following page shows how this path opens up all Units 3 and 4 courses to you and therefore satisfies any tertiary entrance requirement for Mathematics. Some tertiary institutions also require four units of Mathematics at Unit 1 and 2 levels. Studying Mathematical Methods (CAS) with General Mathematics A, allows coverage of all material to a greater depth which promotes better understanding. Your General Mathematics class will also introduce topics that are needed for Specialist Mathematics.

Pathway 2: General Mathematics B
If you do not have a strong background in Mathematics but you wish to study some Mathematics for career requirements, then this is the unit for you. It can lead on to Further Mathematics, providing you achieve good results. General Mathematics B is only available with teacher recommendation.

Pathway 3: Mathematical Methods (CAS) Units 1 and 2
It is possible to do Mathematical Methods alone as a prerequisite for Mathematical Methods 3 and 4 and Further Mathematics 3 and 4.
Note: Mathematical Methods alone will not lead to Specialist Mathematics.

Selecting Units 3 and 4
Having successfully made it to the end of your Units 1 and 2 course, which units should you now choose for the next year? You must consider your performance in Units 1 and 2 and have a clear understanding of the requirements of possible career paths. Leave yourself the widest possible options, even at this stage.

You may choose:

- Further Mathematics

- Mathematical Methods: This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering.

- Specialist Mathematics with Mathematical Methods: Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps you understand the 'Methods' course by giving you more practice in similar concepts.

- Mathematical Methods and Further Mathematics: In this combination you will experience a broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. You will study calculus along with more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.
Pathways in Mathematics in the VCE

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics</td>
<td>General Mathematics A 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Mathematical Methods 1 &amp; 2</td>
<td>with the option of also</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and/or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>3</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with an option of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Mathematics A 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Foundation Mathematics 1 &amp; 2</td>
<td>General Mathematics B 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
</tbody>
</table>

Notes:

- Students enrolling in Specialist Mathematics require a background of General Mathematics A Units 1 & 2 and Mathematical Methods (CAS) Units 1 & 2.
- Students taking Specialist Mathematics must also take Mathematical Methods (CAS) Units 3 & 4, either concurrently or before.
- For details of Unit combinations see the VCAA Mathematics Study Design pages 8-12.
- A maximum of 2 Mathematics studies at Units 3 & 4 level are included in the top 4 studies when calculating the ATAR. 10% of the Study Score of the fifth and sixth subjects is added to the sum of the Study Scores of the top 4 studies to calculate the aggregate score that is used to determine the ATAR.
- Entry to Foundation Mathematics, General Mathematics B Units 1 & 2 and Accelerated Mathematical Methods Units 1 & 2 (CAS) is by teacher recommendation only.
- Other pathways may be possible depending on the individual needs of the students.
- Scaling procedures ensure that students are fairly rewarded for selecting the level of Mathematics at Units 3 and 4 appropriate to them. Scaling in the VCE is available on Blackboard in the Information section for Years 10, 11 and 12, and also on the Parent login page.
Mathematics Units 1 – 4

General Mathematics Level A Units 1 and 2

Courses prepared from this description are essential for the study of Specialist Mathematics Units 3 and 4 and are also designed as additional preparation for Mathematical Methods Units 3 and 4.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>This area of study covers advanced calculus techniques for analytic and numeric differentiation and integration of a broad range of functions and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of area and volumes, the solution of differential equations and kinematics.</td>
<td>Calculus application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>For this unit students are required to work with: complex numbers, sequences and series, difference equations and matrices, vector algebra.</td>
<td>Arithmetic application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
<tr>
<td>Functions and graphs</td>
<td>For this unit students are required to work with: linear graphs and modelling, linear programming, sketching and interpreting graphs, polar graphs, kinematics.</td>
<td>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
<tr>
<td>Algebra</td>
<td>For this unit students are required to work with: linear and non-linear algebra, simultaneous equations and graphs, matrices, algebra and variation.</td>
<td>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Solution of right angles triangles, applications of trigonometric, radian measure, areas of triangles, sine and cosine rules, vectors.</td>
<td>Trigonometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
</tbody>
</table>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.
## General Mathematics Level B Units 1 and 2

Courses prepared from this description are essential for the study of Further Mathematics Units 3 and 4 but are designed as additional mathematical support for social sciences and business studies.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Data Analysis</th>
<th>Arithmetic</th>
<th>Networks</th>
<th>Functions and graphs</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>For this unit students are required to work with: univariate and bivariate data, summarising data with graphs including boxplots and various statistics, sampling, mean and standard deviation.</td>
<td>For this unit students are required to work with Matrices.</td>
<td>For this unit students will cover definitions and applications of undirected graphs</td>
<td>For this unit students are required to work with: linear graphs, sketching and interpreting graphs, applications.</td>
<td>For this unit students are required to work with: linear and non-linear algebra, simultaneous equations and interpretation via graphs.</td>
<td>For this unit students are required to work with: shape and measurement, ratios, areas, volumes.</td>
<td>For this unit students are required to work with solution of right angle triangles, applications of the trigonometric ratios, areas of triangles.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Data Analysis application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Arithmetic application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Network application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Geometry application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
<td>Trigonometry application tasks may be included in the analysis and problem solving tasks which are of 2 – 4 hours duration.</td>
</tr>
</tbody>
</table>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.
Mathematical Methods Units 1 and 2 (CAS)

Courses prepared from this description are designed as preparation for Mathematics Methods Units 3 and 4. Additional emphasis is given here for students entering Specialist Mathematics Units 3 and 4 in the subsequent year. The use of Computer Algebra System (CAS) calculators throughout the year is incorporated.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions and graphs</td>
<td>For this unit students are required to work with: distance between two points, midpoint, parallel and perpendicular conditions, linear, quadratic and cubic graphs, domain, range, circles, functionality, circular functions, radians, unit circle, graphs and symmetry, applications, exponential graphs and properties.</td>
<td>Functions and graphs application tasks may be included in the analysis and problem solving tasks, which are of 1 hour duration.</td>
</tr>
<tr>
<td>Algebra</td>
<td>For this unit students are required to work with: substitution, manipulation, factorisation, solution of equations, quadratic solutions, completing the square, cubic factors, simultaneous equations, index laws, matrices.</td>
<td>Algebra application tasks may be included in the analysis and problem solving tasks, which are of 2 – 4 hours duration.</td>
</tr>
<tr>
<td>Calculus</td>
<td>For this unit students are required to work with: rates of change, use of gradients, relating rates to original functions, displacement/time graphs, derivative by first principles and by rule, applications of derivatives, antiderivatives and simple applications.</td>
<td>Coordinate geometry application tasks may be included in the analysis and problem solving tasks, which are of 1 hour duration.</td>
</tr>
<tr>
<td>Probability</td>
<td>For this unit students are required to work with: random events, long run proportion, simple and compound events, tables and trees, independence and simulation, addition and multiplication principles, combinatorics and application to probability, simple Binomial and Bernoulli trials.</td>
<td>Probability application tasks may be included in the analysis and problem solving tasks, which are of 1 hour duration.</td>
</tr>
</tbody>
</table>

An examination will contribute 50% to the final assessment for each semester. Problem solving, modelling and project work, tests and analysis tasks total 50%.
Further Mathematics Units 3 and 4

This branch of Mathematics forms an excellent basis for Business Studies and related tertiary studies where basic skills across a wide range of mathematical and numeracy fields are prime requirements. Emphasis is on statistical and numeric computations rather than on algebraic concepts.

Area of Study | Outcomes | Data analysis (Core material)
---------------|----------|----------------------------------------------------------------------------------------------------------------------
               |          | For this unit students are required to define, display and draw knowledge from the data analysis unit. This includes displaying, summarising and describing univariate and bivariate data, using regression analysis and working with time series data.

Assessment Tasks | A data analysis application task with several components of increasing complexity - 40 marks.

Area of Study | Outcomes | Module 2: Geometry and trigonometry
---------------|----------|-------------------------------------------------------------------------------
               |          | For this unit students are required to draw knowledge from - geometry, Pythagoras’ theorem, surface area and volume, right and non-right angle triangles with trigonometric functions, bearings and contour maps

Assessment Tasks | A multiple choice/short answer task over a 2 day period – 20 marks. A short answer task over a 2 day period – 20 marks

Area of Study | Outcomes | Module 4: Network and decision mathematics
---------------|----------|---------------------------------------------------------------------------------...
               |          | This module covers the use of undirected and directed graphs (networks) to the modelling of situations involving the spatial representation of relationships and the optimisation of various measures such as coverage, flow, time and allocation.

Assessment Tasks | A multiple choice/short answer task over a 2 day period – 20 marks

Area of Study | Outcomes | Module 6: Matrices and applications
---------------|----------|---------------------------------------------------------------------------------
               |          | This unit covers the knowledge of addition, subtraction, scalar multiplication and multiplication of matrices, inverse matrices, solving simultaneous equations, matrix powers and transition matrices.

Assessment Tasks | A multiple choice/short answer task over a 2 day period – 20 marks

Two examinations at the end of Semester 2 contribute 66% towards the final grade.
Mathematical Methods Units 3 and 4 (CAS)

A broadly based mathematical course suiting those going on to social sciences, business studies and those studies where a medium level of mathematical concepts is required. A continuation of Mathematical Methods Units 1 and 2 is the basis of the course design. The use of Computer Algebra System (CAS) calculators throughout the year is incorporated.

**Area of Study**  
**Outcomes**  
**Coordinate geometry**  
For this unit students are required to work with: graphs of polynomials to degree 4, \( y = x^n \) where \( n = -2, -1, \frac{1}{2} \), graphs of circular functions, exponential and logarithmic functions, graphs involving asymptotes, translations, reflections, dilations, modulus and addition of these graphs are to be considered.

**Assessment Tasks**  
Coordinate geometry application tasks may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period.

**Area of Study**  
**Outcomes**  
**Trigonometric functions**  
For this unit students are required to work with: trigonometric graphs, solution of trigonometric equations of the form \( \text{trig}(a(x+b)) = c \), over a given domain where ‘trig’ means sin, cos or tan.

**Assessment Tasks**  
A circular function application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period.

**Area of Study**  
**Outcomes**  
**Calculus**  
For this unit students are required to work with gradient functions, derivative by rule including polynomial form, sin, cos and tan and exponential, functions, chain product and quotient rules, applications to graphs, maxima and minima, rate of change, integration and application to areas.

**Assessment Tasks**  
A calculus application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period.

**Area of Study**  
**Outcomes**  
**Algebra**  
For this unit students are required to work with: factorisation of polynomials, natural logarithms, solution of exponential equations, algebra of functions (1-1 etc), finding inverses of functions, binomial expansion and Pascal’s triangle.

**Assessment Tasks**  
An algebra application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period.

**Area of Study**  
**Outcomes**  
**Statistics and probability**  
For this unit students are required to work with: discrete random variables, expectation, variance, 95% confidence intervals, binomial distribution, bernoulli trials and two-state Markov chains, normal distribution.

**Assessment Tasks**  
A statistics and probability application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period.

Two examinations at the end of Semester 2 contribute 66% towards the final grade.
Specialist Mathematics Units 3 and 4

This subject provides a high level of mathematical study for those going on to tertiary studies where this is a requirement. A calculus and mechanics basis underlies the syllabus here. In addition, knowledge of geometry, vectors and complex numbers is incorporated.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Coordinate geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to define, display and draw knowledge of graphs of polynomials, rational functions, ellipses and hyperbolae.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>A coordinate geometry application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1–2 day period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Circular functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to define, display and draw knowledge of the six trigonometric graphs and trigonometric functions, identities, restricted inverse circular functions and transformations of these.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>A circular function application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1–2 day period.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Area of Study</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to define, display and draw knowledge of functions of a real variable, complex numbers including solutions of complex number problems in the Argand plane and polar form, conjugate pairs, graphical regions involving the complex plane.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>An algebraic application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1–2 day period.</td>
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<thead>
<tr>
<th>Area of Study</th>
<th>Calculus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to define, display and draw knowledge of functions of derivatives of circular and inverse circular functions, antiderivatives involving trigonometry, inverse trigonometry and logarithmic forms, methods including substitution, partial fractions, differential equations, and applications involving kinematics.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>An algebra application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1–2 day period.</td>
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</tbody>
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<tr>
<th>Area of Study</th>
<th>Vectors</th>
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</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to define, display and draw knowledge of functions of vectors, resolution, scalar values and dot products, sketch graphs from parametric form, geometric proofs using vectors, vector calculus and vector calculus involving kinematics</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>A vector application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1-2 day period</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Students are required to draw knowledge of inertial mass, momentum, force, weight, reaction, connected particles, inclined planes, coplanar forces, friction, and equilibrium.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>A mechanics application task may be included in the analysis and problem solving tasks, which are of 1-2 hours duration assessment over a 1–2 day period.</td>
</tr>
</tbody>
</table>

Two examinations at the end of Semester 2 contribute 66% towards the final grade.
Music Units 1 – 4

Music Performance

Unit 1:

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments.

Area of Study 1 Performance
This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts.

Outcome 1
On completion of this unit the student should be able to prepare and perform a practiced program of group and solo works.

Area of Study 2 Performance Technique
This area of study focuses on the development of techniques for group and/or solo performance.

Outcome 2
On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Area of Study 3 Musicianship
This area of study focuses on aural perception, music theory and analysis.

Outcome 3
On completion of this unit the student should be able to identify, recreate, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

Assessment Tasks for all Areas of Study are – The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.
- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.
- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1. The explanation may be presented in one or more of the following formats – oral, multimedia, written.
- A performance of unprepared material in a test or other performance context.
- Aural, written and practical tasks, for example – a folio of exercise OR a test, a workbook of class activities.
Music Performance

Unit 2:

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments.

Area of Study 1 Performance
In this area of study students develop knowledge and skills that are required to present music performances in a group and as a soloist.

Outcome 1 On completion of this unit the student should be able to prepare and perform a musically engaging program of group and solo works.

Area of Study 2 Performance technique
This area of study focuses on continuous development of techniques for group and solo performance.

Outcome 2 On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Area of Study 3 Musicianship
In this area of study students build their knowledge and skills in music theory, aural comprehension and music analysis.

Outcome 3 On completion of this unit the student should be able to identify, recreate, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.

Area of Study 4 Organisation of sound
This area of study focuses on devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

Outcome 1 On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment Tasks
- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.
- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.
- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1. The explanation may be presented in one or more of the following formats – oral, multimedia, written.
- A performance of unprepared material.
- Aural, written and practical tasks, for example – a folio of exercise OR a test, a workbook of class activities.
- Composition and/or improvisation exercises and accompanying documentation that describes use of music language in the exercise/s. The documentation may be presented in one or more of the following – multimedia, written.
Music Performance

Unit 3:

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance.

Performance Examination

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist.

Area of Study 1  Performance examination

In this area of study students develop knowledge and skills required to present musically engaging performances of music works

Outcome 1  On completion of this unit the student should be able to present an informed, accurate and expressive performance of a program of group and solo works.

Area of Study 2  Performance technique

In this area of study students develop knowledge and skills to achieve consistency and control of idiomatic instrumental and performance techniques in group and solo performances.

Outcome 2  On completion of this unit the student should be able to demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

Area of Study 3  Musicianship

In this area of study students systematically develop music theory knowledge and skills in aural comprehension and analysis.

Outcome 3  On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.
Music Performance

Assessment Tasks

Outcome 2

A demonstration of performance techniques, technical work and exercises. And a description of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1. The description may be presented in one or more of the following formats:

• oral
• multimedia
• written

and

A performance of unprepared material – sight reading or improvisation.

Outcome 3

A test that includes aural, written and practical components.

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and two end-of-year examinations.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20%.

End-of-year examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50%, and an end-of-year aural and written examination, which will contribute 20%.
Music Performance

Unit 4:

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3.

Performance Examination

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist.

Area of Study 1 Performance

In this area of study students prepare a program of works and refine their ability to present musically engaging performances to an audience.

Outcome 1

On completion of this unit the student should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

Area of Study 2 Performance technique

In this area of study students refine their ability to consistently control use of idiomatic instrumental and performance techniques.

Outcome 2

On completion of this unit the student should be able to demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/ or solo works, and present an unprepared performance.

Area of Study 3 Musicianship

In this area of study students consolidate knowledge and skills developed in Unit 3 Outcome 3.

Outcome 1

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks Outcome 2

A demonstration of performance techniques, technical work and exercises. And a discussion of how selected performance techniques, technical work and exercises support the student's development as an instrumentalist and their preparation of works for Outcome 1. The discussion may be presented in one or more of the following formats:

- oral
- multimedia
- written

And

A performance of unprepared material – sight reading or improvisation.
Music Performance

Assessment Tasks

Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and two end-of-year examinations.

Contribution to final assessment
School-assessed Coursework for Unit 4 will contribute 10%.

End-of-year examinations
The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination that contributes 50%, and an end-of-year aural and written examination that contributes 20%.

End-of-year performance examination
The student will give a live performance in only one of the following contexts:
• as a member of a group OR
• as a soloist

The live performance will draw on knowledge and skills from Unit 3 Outcome 1 and Unit 4 Outcome 1.

Contribution to final assessment
The performance examination will contribute 50%.
Music Investigation

Unit 3:

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance.

Area of Study 1 Investigation

In this area of study, students select and describe a Focus Area and research issues relevant to performance practice in that Focus Area.

Outcome 1 On completion of this unit the student should be able demonstrate understanding of performance practices, context/s and influences on music works.

Area of Study 2 Composition/improvisation/arrangement

In this area of study students apply research findings from Outcome 1. They create a folio of composition or arrangement exercises, sketches, or recorded improvisations that demonstrate understanding of the Focus Area.

Outcome 2 On completion of this unit the student should be able to compose, improvise and/or arrange and discuss music characteristics and performance practices.

Area of Study 3 Performance

In this area of study students plan, rehearse and perform a program of works representative of the selected Focus Area.

Outcome 3 On completion of this unit the student should be able to present a performance of music works that communicates understanding of the Focus area.

Assessment Tasks

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year performance examination.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25%.
Music Investigation

School-assessed Coursework Tasks

Present a report that discusses characteristics, techniques and performance practices of works representative of a Focus Area. The report should define the Focus Area and include:

• analysis of a sample of works
• audio/video excerpts to support analysis
• discussion of characteristics and practices and other issues that influence interpretation of works.

The report may be presented in one of the following formats:

• performance and commentary
• multimedia
• written
• a combination of the formats listed above.

Performance of technical work and exercises relevant to the Focus Area and description of how this technical work is informing development of the performance program.

Outcome 3

End-of-year examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50%.
Music Investigation

Unit 4:

In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program.

Performance examination

Students choose whether they will present their end-of-year performance examination program as a member of a group OR as a soloist.

Focus area

Students continue to concentrate their study in this unit on the Focus Area selected for student in Unit 3.

Area of Study 1  Investigation

In this area of study students use their learning from Unit 3 Outcome 1 and further research to reflect on and evaluate their interpretive approaches to the music works being prepared for performance.

Outcome 1 On completion of this unit the student should be able to evaluate and present their interpretive approach to a program of music works.

Area of Study 2 Composition/improvisation/arrangement

This area of study builds on the knowledge and skills developed by students in completing composition, improvisation and/or arranging tasks in Unit 3. Students complete an original composition, improvisation and/or arrangement that demonstrates music characteristics of the Focus Area and works selected for performance.

Outcome 2 On completion of this unit the student should be able to compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.

Area of Study 3 Performance

In this area of study students prepare and present a program of works of diverse character that are relevant to their selected Focus Area.

Outcome 3 On completion of this unit the student should be able to demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

Assessment

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and end-of-year performance examination.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25%.
Music Investigation

School-assessed Coursework assessment Tasks

Present a composition, improvisation or arrangement of a music work that uses characteristics, performance techniques and other conventions relevant to the Focus Area.

And

An explanation of how the work is representative of the Focus Area. The explanation may be in one or more of the following formats:
- written
- oral
- multimedia.

Outcome 3

Demonstration of performance techniques, technical work and exercises relevant to preparing for performance of a program of works that relate to the Focus Area, and discussion of how this technical work relates to the Focus Area.

End-of-year examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance which will contribute 50%.

End-of-year performance examination

The student will give a live performance in one only of the following contexts:
- as a member of a group OR
- as a soloist

Students will present a live performance of at least four contrasting works that relate to the Focus Area which underpinned their study in Units 3 and 4. All students will complete a Focus Statement outlining their Focus Area and the relationship of the selected performance program to this area. At least one work in the program must be selected from either the Prescribed List of Group Works or the Prescribed List of Notated Solo Works as published on the Victorian Curriculum and Assessment Authority website.

Contribution to final assessment

The performance examination will contribute 50%.
Physical Education  Units 1 - 4

Units 1 and 2

The unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity, the place of physical activity contributing to wellbeing in students’ own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

Unit 1:

This unit explores how the body systems work together to produce movement and the relationship between the body systems and physical activity.

Area of Study  Body Systems and Performance
Outcomes  Ability to explain how the musculoskeletal, cardio respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.
Assessment Task  Test.

Area of Study  Biomechanical Movement Principles
Outcomes  Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement through the application of biomechanical principles.
Assessment Task  Class presentation.

Area of Study  Detailed Study
Outcomes  Students will be able to choose an area of interest to undertake a detailed study.
Assessment Task  To be determined.

Unit 2:

This unit explores a range of coaching practice and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required.

Area of Study  Effective Coaching Practices
Outcomes  Evaluate skills and behaviours of an exemplary coach and explain the application of a range of skill learning principles used by a coach
Assessment Task  A written report and test.

Area of Study  The Impact of Physical Activity on the Individual
Outcomes  The ability to explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.
Assessment Task  Written report.

Area of Study  Detailed Study
Outcomes  Students will be able to choose an area of interest to undertake a detailed study.
Assessment Task  To be determined.

An examination will be conducted at the conclusion of both units.
Physical Education

Units 3 and 4

These units of work introduce students to an understanding of physical activity from a physiological perspective. They examine the concept of physical fitness and the contribution of energy systems to performance in physical activity. They examine the factors that influence an individual’s initial and lifelong involvement in physical activity. Students experience a variety of practical activities involving a range of training methods and fitness activities.

Unit 3: Physiological and Participatory Perspectives of Physical Activity
This unit introduces students to understanding physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity levels and identify a range of strategies used to promote participation in regular activity.

Area of Study: Monitoring and promotion of physical activity
Outcomes: Analyse individual and population levels of participation in physical activity and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
Assessment Task: A written report.

Area of Study: Physiological requirements of physical activity
Outcomes: Analyse the role and relative contribution of the energy systems during physical activity.
Assessment Tasks: A laboratory report and one test (short answer/or extended response).

Unit 4: Enhancing Physical Performance
Students undertake an activity analysis and use the results to investigate design and participate in a training program aimed to improve selected fitness components. In addition students learn to critically evaluate different techniques and practices used to enhance performance.

Area of Study: Enhancing fitness through training
Outcomes: Plan and evaluate training programs to enhance physical fitness.
Assessment Tasks: A written report and one test.

Area of Study: Strategies for enhancing sports performance
Outcomes: Evaluate practices and/or strategies that are used in conjunction with each other to enhance performance.
Assessment Tasks: A test.

An examination at the end of Semester 2 contributes 50% towards the final grade.
Physics Units 1 - 4

Units 1 and 2
This study is designed to enhance the scientific literacy of students in the specialised area of physics. Scientifically literate students demonstrate an interest in, and an understanding of, the Universe. They engage in debates about the nature of evidence, theories and models and the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques.

Unit 1:

Area of Study 1  Nuclear and Radioactivity physics
Outcomes
Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community. Students will use the ‘particle’ and ‘energy changes’ models of nuclear radioactivity physics in the contexts of environmental radiation and the production and use of radioisotopes in industry.

Area of Study 2  Electricity
Outcomes
Apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals in the community.

Area of Study 3  Detailed study: Energy from the nucleus
Outcomes
Describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy. This will be learned in the context of radiation emitted from stars and in the context of nuclear technologies.

Assessment Tasks  Tests, data analysis, experimental investigations.

Unit 2:

Area of Study 1  Movement
Outcomes
Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories. This is learned in the contexts of the historical development of the physics of motion, of transport, and games and sports.

Area of Study 2  Wave-like properties of light
Outcomes
Describe a wave model of energy transfer and apply it to the behaviour of light. This is learned in the contexts of seeing with the unaided eye, extending visual and communication capabilities, and special theatrical effects.

Area of Study 3  Detailed study: Astro Physics
Outcomes
On completion of this unit the student should be able to describe and explain methods used to gather information about stars and other astronomical objects and apply this information to models of the nature and origin of the Universe.

Assessment Tasks  Tests, data analysis, experimental investigation, summary of practical work.

Examinations are held at the end of each semester
Physics

Units 3 and 4

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

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

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

Unit 3:

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Universal gravitation is introduced and applied to analyse the motion of the moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices is introduced.

Area of Study

Will include - motion in one and two dimensions, electronics and photonics

Assessment Tasks

Data analysis, tests and experimental investigation.

Unit 4:

In this unit, the development of models to explain the complex interaction of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

Area of Study

Will include – Interactions of light and matter; electric power and a detailed study selected from Synchrotron and Applications, Photonics Sound, Einstein’s Relativity, Materials and their use in Structures or Further Electronics.

Assessment Tasks

Data analysis, tests and summary report of practical work.

School-assessed Coursework contributes to 40% and an examination at the end of the year will contribute 60% to the final assessment.
Psychology Units 1-4

Unit 1: Introduction to Psychology

In Unit 1 students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Area of Study 1 Introduction to Psychological Research

Outcome 1 On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
To achieve this outcome the student will draw on key knowledge in Area of Study 1, key skills and research methodologies.

Assessment Tasks An Annotated folio of practical activities and a Test.

Area of Study 2 Developmental Psychology

Outcome 2 On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.
To achieve this outcome the student will draw on key knowledge in Area of Study 2, key skills and research methodologies.

Assessment Tasks A Research Analysis and a Test.
Psychology

Unit 2: Self and Others

A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Area of Study 1 Interpersonal and Group Behaviour

Outcome 1 On completion of this unit the student should be able to explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.

To achieve this outcome the student will draw on key knowledge in Area of Study 1, key skills and research methodologies.

Assessment Tasks A Test and a Media response.

Area of Study 2 Intelligence and Personality

Outcome 2 On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

To achieve this outcome the student will draw on key knowledge in Area of Study 2, key skills and research methodologies.

Assessment Tasks A Test and an Annotated Poster.
Units 3 and 4 Psychology

The course studies the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used. It is designed to enable students to relate the areas of study of memory and learning to everyday experience and to develop knowledge and skills in research methods in Psychology.

**Unit 3:** The Conscious self

**Area of Study 1** Mind, brain and body

Outcomes Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of brain research methods to the investigation of brain function.

Assessment Tasks A Test and an Annotated Poster.

**Area of Study 2** Memory

Outcomes Compare theories of memory and explain the neural basis of memory, factors affecting retention and techniques for improving memory

Assessment Tasks A Research investigation report.

**Unit 4:** Brain, behaviour and experience

**Area of Study 1** Learning

Outcomes Explain the neural basis of learning and compare and contrast different theories of learning and their applications.

Assessment Tasks An Annotated folio of practical activities.

**Area of Study 2** Mental health

Outcomes Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

Assessment Tasks A Test and a Visual presentation.

School-assessed Coursework for Unit 3 and Unit 4 will each contribute 20% to the study score. There is one end-of-year written examination, which will contribute 60% to the study score.
Theatre Studies Units 3 and 4

Theatre Studies Units 3 and 4 and Drama Units 3 and 4 are offered in alternate years. Please note that in 2013 Theatre Studies will be offered. This study will normally be taken by Year 11 students who have completed both Drama units in Year 10. Year 11 students without this background who wish to take the subject should consult with the VCE and Drama Co-ordinator.

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

Unit 3: Production development

Area of Study

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

Outcome 1

The student should be able to apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.

Assessment Task

Practical application of two areas of stagecraft in all four stages of the production process and production diary.

Outcome 2

The student should be able to analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.

Assessment Task

Stagecraft folio that presents evidence and analysis of the development of two areas of stagecraft in all four stages of the production task.

Outcome 3

The student should be able to analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

Assessment Task

Performance analysis and evaluation of the interpretation of a play script.
Theatre Studies

Unit 4: Performance Interpretation

Area of Study
In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

Outcome 1
Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist and analyse and evaluate acting in the production.

The student should be able to perform an interpretation of a monologue from a play script.

Assessment Task    Monologue examination. Performance of a monologue from a prescribed scene.

Outcome 2
The student should be able to develop a theatrical brief that presents an interpretation of a scene.

Assessment Task    Analytical response. A theatrical interpretation of a prescribed scene.

Outcome 3
The student should be able to analyse and evaluate acting in a production from the prescribed playlist.

Assessment Task    Performance analysis. An analysis and evaluation of acting in a production from a prescribed play list.

A performance examination at the end of the year contributes 25% towards the final grade and an end of year examination contributes 30%.
VCE/VET Interactive Digital Media (IDM)

Strathcona offers the two-year VET/VCE Certificate III in Media for students in Years 11 and 12 who are interested in adding an IT/Multimedia focussed area to their VCE. The first year of this Certificate course equates to VCE Units 1 and 2 and the second year equates to VCE Units 3 and 4. Students need to complete both years to gain the VET Media qualification.

The course provides students with the skills, concepts and knowledge that will enhance their employment prospects within a range of current industries such as media, marketing and education as well as industries that are yet to be apparent. Students work with software applications that manipulate text, sound, still images, moving images, both real and animated.

A Study Score is available for Certificate III which can contribute directly to their ATAR, either as one of the best four studies (the primary four) or as the fifth or sixth study.

VCE/VET Certificate III in Media - CUF30107

The certificate comprises the following units:

At Year 11 - VCE Units 1 and 2

- Develop and extend critical and creative thinking skills (BSBCRT301A)
- Work effectively in the screen and media industries (CUFIND301A)
- Follow OHS procedures (CUSOHS301A)
- Produce and prepare photo images (CUFDIG303A)
- Maintain interactive content (CUFDIG201A)
- Follow a design process (BSBDES201A)
- Prepare audio assets (CUFS00301A)

At Year 12 - VCE Units 3 and 4

- Create 2D digital animations (CUFANM301A)
- Write content for a range of media (CUFWRT301A)
- Explore and apply the creative design process to 2D forms (BSBDES302A)
- Author interactive sequences (CUFDIG302A)
- Prepare video assets (CUFDIG301A)
- Create visual design components (CUFDIG304A)

This is a highly practical subject with the emphasis being placed on the development of skills and knowledge relevant to the multimedia, television, broadcasting, Internet and publishing industries. Students will complete an online portfolio of work that can be used in seeking placement in university courses or employment.

Assessment includes video, animation and web based projects and an end of year examination.

Students will use a range of software including Adobe Premier Pro, Adobe Flash, Adobe Dreamweaver, Adobe Photoshop, Apple’s Final Cut and Apple’s Garage Band as well as hardware such as the STV television studio and associated equipment.
Visual Communication and Design Units 1 – 4

Unit 1: Introduction to Visual Communication Design

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

Outcome 1

The student should be able to use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

Assessment Tasks

A folio of observational, visualisation and presentation drawings of objects.

Outcome 2

The student should be able to experiment with the design elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

Assessment Tasks

A folio that uses design elements and principles, generates, develops and refines a concept/s.

Outcome 3

The student should be able to investigate through a case study approach, how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

Assessment Tasks

A written and/or oral report supported by visual material explaining how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of Visual Communication Design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Outcome 1

The student should be able to focus on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions.

Assessment Tasks

A folio of drawings which includes two-dimensional drawing methods such as plans and elevations (environmental), and third-angle orthogonal projections and packaging nets (industrial) and three-dimensional drawing methods such as perspective, isometric and planometric, using manual and/or digital methods.

Outcome 2

The student should be able to develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication. They can focus on areas such as graphic design, packaging/surface design and brand identity.

Assessment Tasks

A folio of manipulated type and images to create visual communications suitable for print and screen-based presentations.

Outcome 3

The student should be able to focus on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas.

Assessment Tasks

A folio that demonstrates engagement in the stages of the design process to create a visual communication appropriate to a given brief.
Visual Communication and Design

Unit 3: Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Outcome 1

The student should be able to explore a range of existing visual communications in the communication, environmental and industrial design fields.

Assessment Tasks

A folio that demonstrates the creation of visual communications for specific contexts, purposes and audiences.

Outcome 2

The student should be able to investigate how the design process is applied in industry to create visual communications.

Assessment Tasks

A written and/or oral report, with accompanying visual material on how visual communications are designed and produced in the design industry.

Outcome 3

The student should be able to gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Assessment Tasks

A folio that demonstrates the creation of a brief, research and the generation of ideas relevant to the brief.

Unit 4: Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Outcome 1

The student should be able to develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3.

Assessment Tasks

A folio that provides evidence of distinctly different design concepts for each need.

Outcome 2

The student should be able to produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1.

Assessment Tasks

A folio that provides evidence of two final visual communication presentations that satisfy the requirement of the brief.

Outcome 3

The student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment Tasks

A pitch to present and explain their visual communication to an audience and evaluate the visual communications against the brief.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 20% and School-assessed Coursework for Unit 4 will contribute 5%.

The level of achievement for Units 3 and 4 is also assessed by a School-assessed Task, which will contribute 40% and an end-of-year examination will contribute 35%.
Visual Communication and Design

Unit 3: Visual Communication Practices

The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

Area of Study Visual Communication Design
Outcome 1 Use manual and electronic production systems and apply the visual communication production process to design a final presentation(s) that satisfies a specified communication need(s).
Assessment Tasks A folio that demonstrates the selection, refinement, and evaluation of design alternatives to produce a final presentation(s) that satisfies a specified communication need(s).

Area of Study Visual Communication Analysis
Outcome 2 Analyse and evaluate the effectiveness of a range of visual communications.
Assessment Tasks A written report with accompanying visual material analysing the effectiveness of a range of visual communications.

Area of Study Professional Practice in Visual Communication
Outcome 3 Describe the roles of professional communicators and analyse processes and procedures used in professional practice to produce visual communications.
Assessment Tasks A written report, with accompanying visual material, on an investigation of the process of visual communication in a professional setting.

Unit 4: Designing to a Brief

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

Area of Study The Brief
Outcome 1 Prepare one brief that describes a client’s communication need(s) and specifies resolutions and final presentations suitable for a stated audience(s).
Assessment Tasks Preparation of one brief that describes a client’s communication need(s) and specifies resolutions and final presentations suitable for a stated audience(s).

Area of Study Developmental Work
Outcome 2 Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.
Assessment Tasks A folio that provides evidence of the exploration of design concepts, for two final presentations that fulfil the brief as outlined in Outcome 1.

Area of Study Final Presentations
Outcome 3 Produce two final presentations that satisfy the requirements of the brief developed for Outcome 1.
Assessment Tasks Two final presentations that satisfy the brief developed in Outcome 1.

An examination at the end of Semester 2 contributes 34% towards the final grade.
Christian Education

All students attend Christian Education classes.

Year 11 Unit 2: Ethics and Morality

This study is designed to discuss the great questions of life. It seeks to develop understanding and respect for the perceptions of others, the course values and promotes open inquiry. Students develop an appreciation of Christianity as part of the basic background to Australian culture.

Throughout the year students are introduced to methods, theories and principles which guide moral judgement and ethical decision-making in pluralist society. They analyse and research a selection of contemporary ethical issues such as euthanasia, asylum seekers, stem cell research, homosexuality, war, poverty and discuss religious responses to these issues. Students also discuss and reflect upon Christian belief and practice to themes such as conscience, forgiveness, love, justice, values and freedom.

Assessment Tasks: Oral presentations, multi-media presentation, class test.

Liberal Studies

Year 12 - All students take this subject.

Description of Study

A variety of guest speakers are invited to share their lives, careers and experiences throughout the year. The form taken is usually an address followed by questions from the students. The purpose is to inspire and provide a forum for the Year 12 students to hear how others have pursued interesting, fulfilling and sometimes extraordinary lives and to explore how these people have taken hold of a variety of opportunities along with hard work and determination to realise their dreams. The majority of our speakers are past students.
Information Services

Information Resource Centre

Hours of Opening:
- Monday  8:00 am - 5:00 pm
- Tuesday  8:00 am - 5:00 pm
- Wednesday  8:00 am - 4:30 pm
- Thursday  8:00 am - 5:00 pm
- Friday  8:00 am - 4:30 pm

- A comprehensive collection is available to all students. This includes print, non-print and electronic sources of information. *The Age, The Australian and Herald Sun* newspapers are kept in the Library for twelve months
- A large range of online encyclopaedia, databases, indexes and e-books is available via the SIRC Learning Space in Blackboard
- Borrowing is for a fortnight, however, some resources are available for overnight loan only. Material which is set aside for research projects, may also be on overnight loan for the duration of the project
- Year 10 students are able to borrow six items. VCE students are able to borrow eight items
- Students are responsible for all material borrowed in their name
- Photocopying is done with the students’ ID cards. These can be recharged at the Loans Desk to any amount a student wishes to pay. A4 black and white 5¢, A3 black and white 10¢, A4 colour 50¢, A3 colour $1.00. Photocopying is subject to Copyright legislation

Audio Visual Department

The AV Librarian can assist with a variety of services. These include:

- Access to AV materials listed on the library computer catalogue, including DVDs, videos, sound recordings and other AV materials
- Video/DVD viewing
- Borrowing material and equipment on a restricted basis – please check with the AV Librarian first. Prompt return of all material borrowed is imperative. Materials borrowed are for school use only
- Copying videos and audio (subject to Copyright) for uses such as House Drama, Music Concerts, Alliance Française competition, etc.
- Assistance with lighting and sound in Featherstone Hall and the Theatrette video and audio editing services
- Off air recording of television programs can be arranged
- Setting up of projectors and sound for presentations, Powerpoint etc.

Computing

The School has excellent computer facilities, which are available throughout all areas of the school. Notebooks are also available for classroom use and students are encouraged to use this technology for school work, responsibly, creatively and critically.

A range of software is available for publishing, multimedia authoring, web page development, music technology, design, word processing, spread sheet / statistical graphing, database, image manipulation, video editing etc. in either a Microsoft Windows or Apple MAC OSX environment. While the School does provide access to a significant number of software applications not all used at home can be, or is able to be, supported. Students are encouraged to enquire about the availability of the School's software.

It is essential that:

- secure and regular back-up of work is made (usually via a USB memory stick available on book lists).
- home computers have anti-virus software installed, particularly if disks, USB keys or other transportable media is brought from home to school.
• each student signs and abides by the Responsible Digital User Agreement (RDUA) to ensure the responsible use of all hardware, software and network resources available. This is signed by students and parents and we encourage parents to read it carefully with their daughter.

Provided the RDUA has been signed and returned to the school, Strathcona provides access to School resources and student files through the Internet. This allows students to:

• access online information resources
• access email
• access subject pages for homework

Further information is available from the ICT staff during business hours.
GLOSSARY

ATAR — Australian Tertiary Admission Rank
The overall ranking on a scale of zero to 99.95 that a student receives based on her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

GAT
General Achievement Test.

Satisfactory Completion
Satisfactory completion of a unit is based upon completion of all work prescribed for a unit. If illness or other factors affect performance, students may seek special consideration.

School-assessed Coursework
(SACs) Assessment work completed mainly in class time.

School-assessed Tasks
(SATs) e.g. Art Folio.

Semester
Equivalent to half a school year or two terms.

Sequence of Units
Most studies are designed as a sequence of four units to be taken in each semester over two years.

Study Scores (Relative Position)
Issued by the VCAA — is a measure of the student's performance in a study, relative to all other students in that study.

Study Design
The study design describes the units available within the study and prescribes the objectives, areas of study.

Unit
A semester-length component of a study.

Units 1 and 2
Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 and 4
Units within a VCE study designed to approximate the Year 12 level of difficulty.

VET
Vocational Education and Training.

VCAA
Victorian Curriculum Assessment Authority
The VCAA's responsibility includes curriculum, assessment and certification of Years 11 and 12 levels in Victoria.

VCE
Victorian Certificate of Education.

VTAC
The Victorian Tertiary Admissions Centre. The body which administers the selection system for Victoria's tertiary institutions.