A VCE GUIDE FOR YEAR 10 STUDENTS

2019

VCE Course Selection – Year Eleven

STRATHCONA
BAPTIST GIRLS GRAMMAR

VCE Course Selection for Year 11 - 2019

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"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.

VCE Studies at Units 3 & 4 build on the material covered in Units 1 & 2. However, there are some studies where Units 3 & 4 are accessible to students who have performed strongly at Year 10.

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 Wheelton Knowledge Exchange, 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 or understand yesterday, a step on the path to "bring out her best".

This booklet provides outlines of each subject to assist subject selection. It should be used in conjunction with course counselling, subject advice on MyStrathcona and advice from teachers.

Requirements for each study can be found on the VCAA website
www.vcaa.vic.edu.au/pages/vce/studies/index.aspx

Mr Ross Phillips
Senior Dean of Learning, Innovation and Research

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This Handbook is the first of two VCE at Strathcona booklets to be distributed to current Year 11 students and their parents. It contains information on the courses to be offered at this school and descriptions of each of the VCE studies.

A second booklet, the Strathcona VCE Administrative Handbook will be distributed to all Year 12 students at the start of 2019. The VCE Handbook contains information useful about to students once their VCE course has begun and has clear details on the VCE procedures and processes.

Senior Years Contacts:

- VCE/VET Coordinator: Ms Simone Boland
- Year 11 Coordinator: Ms Sarah Quin
- Year 12 Coordinator: Ms Mary Thornhill
- Careers Advisor: Mr Mark Duncan
- Senior Dean of Learning, Innovation and Research: Mr Ross Phillips

Important dates

- Application forms to accelerate in Year 11 into a Unit 3 & 4 subject due by Friday 27 July, 2018
- Subject Preferences due by Thursday 9 August, 2018

VCE Course Selection for Year 11 - 2019

Introduction

Welcome to the VCE! This Handbook is to help you understand the Victorian Certificate of Education as it is taught at Strathcona Baptist Girls Grammar – that is, the course that you will follow in Years 11 and 12 in 2019/20. It will also guide you in choosing a program pathway that will prepare you for further education and training at a tertiary institution or for employment.

The handbook is made up of two sections:

- Section 1 - The VCE Program at Strathcona
- Section 2 - Descriptions of VCE Studies currently offered at Strathcona

In addition to this Handbook, students will need to access these other important resources, information and links:

- **MyStrathcona VCE Subject Selection site -** All VCE subject information has been included on this site along with frequently asked questions with answers
- **Year 10 Guide (VTAC Publication) -** This provides a snapshot of the tertiary education system for current Year 10 students, explains the terms you need to be familiar with and debunks some of the myths commonly associated with choosing studies by using real life examples
- **Where to now? – A guide to the VCE, VCAL and Apprenticeships and Traineeships for 2019 -** This guide is published by the VCAA
- **2019 VET Handbook -** This handbook outlines the Vocational Education and Training options available to students next year and can be found online at www.imvc.com.au or on MyStrathcona
- **Year 10 Guide to VCE Subject Selection for University Entry 2021 -** A commercially published version of the university entrance requirements for 2021 - the year in which most students will begin tertiary study. It is arranged by interest areas.
- **Pre-requisites for 2021 online at www.vtac.edu.au/publications**

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* – All students sit the Morrisby Test in Year 10, the results of which are presented in a booklet and provide a comprehensive and wide ranging measure of an individual's abilities and preferences. Also included is a range of career suggestions that can be used to assist in VCE course selection. The report is presented at a Parent Information Session early in Term 3. Additionally, students can access an online career test – 'MyCareerMatch' - via a School login.
- A weekly *Careers Newsletter,* providing information on current course and career information and upcoming events, that is available online on MyStrathcona.

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How do you submit your course, and when?

Students will submit their course selection for 2019 online by Friday 9 August, 2018, but will also submit a hardcopy of this. The hardcopy course form will also ask you to provide extra information about your Year 11 subjects, what subjects you plan to study in Year 12 and any other subjects done outside the School by external providers, such as VET and Languages. Mr Phillips, the Senior Dean of Learning, Research and Innovation, will email you with a guide to entering your online subject selection.

What if you change your mind?

You can request limited changes for your Year 11 course at these times:

- 1st course change opportunity: Term 4, Week 1, 2018
- 2nd course change opportunity: December 2018 - at the end of the 2018 VCE Preparation Program during subject confirmation interviews
- 3rd course change opportunity: Term 1, Day 1, 2019
- 4th course change opportunity: June 2019 (Unit 2, Semester 2)

In each case, there will be limitations caused by timetable, staffing and availability of space in classes, so it is important that you consider your course very carefully at subject selections this year.

For Year 12, 2020 you may make major alterations to your plans – Year 12 course selection will be in August 2019.

VCE Course Selection for Year 11 - 2019

Section 1
What is the Victorian Certificate of Education (VCE)?

The Victorian Certificate of Education (VCE) is offered at Strathcona Baptist Girls Grammar as a two-year course, generally designed to be taken in Years 11 and 12.

Studies are made up of Units numbered 1, 2, 3 or 4. Each unit is taken over a semester:

- Units 1 and 2 are designed to be taken by Year 11 students but they can be taken by students at either year level. They may be taken separately or in sequence.
- Units 3 and 4 are designed to be taken by Year 12 students but they also can be taken by students at either year level. Units 3 and 4 must be taken as a sequence.

There is no upper limit to the number of years over which results may be accumulated for the award of the VCE, with many students at Strathcona completing the certificate over three years.

Student Programs
Students must enrol in a program of studies over the final two years of their schooling which will allow them to meet the satisfactory completion requirements specified below. However, in some cases, VCE studies may be taken over more than two years, with school approval.

VCE Baccalaureate

To be awarded the VCE Baccalaureate students will be required to satisfactorily complete the requirements of the VCE and achieve the following:

- Obtain a study score of at least 30 for English or Literature or at least 33 for English (EAL)
- Satisfactorily complete Units 3/4 in either Mathematical Methods or Specialist Mathematics
- Satisfactorily complete Units 3/4 in a VCE Language

This will be an extra award when students receive their VCE Certificate and students do not need to enrol or apply for it.

The VCE Program at Strathcona?

The VCE is mostly studied over two years; however, at Strathcona Year 10 students may have studied one or more of the following;

- ✓ A Units 1 & 2 Language externally in Years 9/10 at the Victorian School of Languages (VSL) or
- ✓ One Year VCE Elective unit, Music Performance (two units) or
- ✓ Mathematical Methods (two units) within the Accelerated Mathematics program

How is the VCE organised at Strathcona?

A VCE study is made up of **units**, each unit lasting one semester. Most studies offer four units, but you do not have to take all four units. There are two levels of units within the VCE:

Units 1 and 2 which are usually taken in the first year of VCE. Most students take both units in a study, but it is possible in Year 11 (if the timetable allows) to take only one unit of a particular study.

Units 3 and 4, which are more advanced, are mostly taken in the final year of VCE. Units 3 and 4 must be studied as a *sequence* - that is, if you take Unit 3 of any study, you must take Unit 4 also in the same year.

Students at Strathcona will normally be expected to take **22 units** over the course of their Year 11 and 12 program. The minimum number of units is 16.

This is in addition to any units studied while in Year 10. This means:

- **12 units** (normally, 6 subjects) while in **Year 11**, and
- **10 units** (5 subjects) while in **Year 12**

Special requirements for VCE at Strathcona

- studying a Unit 3/4 subject while in Year 11 is allowed only if a student submits an application that is approved by the VCE Coordinator in consultation with key staff
- students who have taken **a Units 3/4 study in Year 11** are expected to undertake **five Unit 3/4 studies in Year 12**, unless there are exceptional circumstances
- Only under exceptional circumstances will two Unit 3/4 studies (in Year 11) be considered in a students' total course (external studies are included in the 'two'). An application that is approved by the VCE Coordinator in consultation with key staff. (see *Should I include Unit 3/4 studies in my 2019 Year 11 course?* and the sample of the application form
- Students should not take 6 Unit 3/4 studies in Year 12

Note: In cases where students have special needs, variation on number of studies completed in each year may be arranged in consultation with the VCE Coordinator and where appropriate, the VCE load may be reduced and/or spread over three years to help students meet the requirements.

What must you do to graduate with your VCE?

The Victorian Curriculum and Assessment Authority (VCAA) sets these requirements. **To complete the Victorian Certificate of Education students must satisfactorily complete** a **minimum of 16 units of study which include:**

- a minimum of three units from the English group, with at least one unit at Units 3 and 4 level.
- at Strathcona we require all students to take the following:
  - ✓ Year 11: English/English as an Additional Language(EAL) Units 1 and 2 and/or Literature Units 1 and 2
  - ✓ Year 12: English 3 and 4 or English as an Additional Language (EAL) Units 3 and 4 and/or Literature Units 3 and 4
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met. These can be from VCE studies and/or VCE VET programs.

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

Students must undertake Unit 3 of a study before entering Unit 4 of that study.

What is VET?

VET stands for **Vocational Education and Training**.

- VET combines senior school studies and accredited vocational education and training
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and the VCE senior school certificate at the same time
- It develops students' employability and industry-specific skills
- Are fully recognised within the Units 1 – 4 structure of the VCE and have equal status with other VCE studies

So, in addition to the VCE studies, a range of vocational studies are offered within the school's regional cluster and have proved to be very popular with Strathcona students.

Students beginning a VET program in Year 11 must enrol in Units 1 and 2. To enrol in Units 3 and 4 VET, you will in most cases, need to have achieved Units 1 and 2.

The VET Handbook link (www.imvc.com.au) has details of studies offered within our cluster of schools.

A VET subject counts as one of your school-based subjects, even though you may study it off-campus. So, in the past Year 11 students have studied five VCE subjects at Strathcona and then their sixth subject is a VCE VET subject at another venue. At Year 12, some students have studied four VCE subjects at Strathcona with the fifth being a continuation of their VCE VET program from the previous year.

Some VCE VET courses have scored assessment to achieve a study score and can be used as a contribution to an ATAR in the primary four or as a 5th or 6th study increment. Other programs do not, so the VET handbook will provide this information.

What should you consider in choosing your 2019-20 course?

The range of studies offered is very wide and we expect that there will be at least one class in each of these subjects in 2019-2020. However, if the number of students choosing a particular subject is too small, then some changes may be made to the list and students will be asked to consider their 7th and 8th subject preferences. As such, these preferences need to be considered carefully too. The VCAA and VTAC are unanimous in advising you to choose subjects that:

- you enjoy and interest you;
- you are good at;
- reflect what you are interested in studying at tertiary level, and will develop the skills that will help you in those
- studies;
- help provide you with more career options if you are undecided.

It is not advisable at this stage to say: "I know what subjects I'm doing next year". Instead, think of:

1. **A broad course**. The flexibility of the VCE encourages all students to take a variety of studies, while providing them with the ability to specialise in a particular area. You may decide to specialise in Music studies or Language studies or Science studies, but it is very important that you also be able to prepare for a wide variety of career options. **Don't choose subjects that may limit or narrow your choices. For instance, planning on just one or two possible careers is not recommended.** Remember that most subjects develop skills rather than simply a body of knowledge. These skills help you to develop qualities which are important in higher level study - and for this reason, it's important that you consider many subject options.
2. **Interest.** Choose studies that you will enjoy. Most students perform better in these subjects. Beware of choosing subjects because you have heard about the impact of scaling in calculating the ATAR, and NEVER choose subjects simply because they are 'scaled up', or because well-meaning people advise you to do so. VTAC's *The Year 10 Guide* makes it very clear that such a practice is unwise and may actually disadvantage you when you choose studies in which you are not strong.
3. **Be realistic**! If you find certain subjects difficult and have trouble grasping and understanding topics in Year 10, remember that the subject will become more complex at Units 1 and 2 level, and even more so at Units 3 and 4 level, not less so! Hard work alone cannot guarantee success in each area. You need to take your abilities into account. Semester 1 results will have provided good information for you – read carefully. The Morrisby Report will also need to be read again.

4. **Research**! Find out about all the various studies - read all of the unit descriptions in this Handbook, and then go for more subject guidelines and information on MyStrathcona under 'VCE, Subject Selection'. Talk to teachers and Heads of Department. Try to also to talk to current VCE students. See Mr Duncan, the Careers Advisor or Ms Boland, the VCE/ VET Coordinator.
5. **Do you need Units 1/2 as background studies for Units 3/4?** It is possible to enter most VCE studies at Unit 3/4 level without having previously studied Units 1 or 2 – see page 12). Some subjects in our curriculum do not have a Unit 1/2 equivalent. In some cases, however, preparatory units are recommended if you are planning to take the Units 3 and 4 that follow. Also, in some subjects, background definitely IS required (e.g. Maths, Languages, Chemistry, Physics). Discuss this with Mr Duncan or Ms Boland if it affects your choice or if you are unsure.
6. **Consider your time management skills**. Think carefully before choosing more than two subjects in the Arts category within your course (e.g. Drama, Music Performance, Art/Studio Arts, Visual Communication and Design) – these all have intense periods of work/preparation for assessment. You will be fine if you are well organised and can plan things ahead.
7. **This is your choice**! The choice of subjects you make may ultimately determine your career, and how you will spend a large proportion of your life. Make sure you are aiming for a future that will satisfy you, rather than friends or family, however well-meaning they may be.
8. **Tertiary Prerequisites**. Be aware of VCE prerequisites for tertiary courses. Do not rely on other years' prerequisites (e.g. 2019 & 2020) – these are not 'your year'! Also, be wary of advice about prerequisites from past students or friends and relatives – things may have changed! Check your 2021 information carefully, and ask Mr Duncan or Ms Boland if in doubt.
9. **Thinking of studying in the USA?** While the VCE is recognised as a secondary qualification for entry to American colleges, you will need to have a discussion with Mr Duncan, the Careers Advisor about what is required for an application.

Should I include Unit 3/4 study in my 2019 Year 11 course?

It has become very common for Year 11 students to consider including **one** Unit 3/4 study in their Year 11 course, along with five Unit 1/2 studies at school (as relevant).

The School's policy is that a Year 11 student should only attempt **one** Units 3 & 4 subject. However, there are individual exceptional cases where a student has done two Units 3 & 4. Such exceptional circumstances are Mathematics with either Music, Languages or Dance (Languages or Dance have been done outside the School). An application will be necessary (see sample of the application form in the appendix).

Some important things to consider:

- Unit 3/4 studies significantly increase your workload, so you should think very carefully before including this level of study in your course.
- Remember also that only six Unit 3/4 studies can contribute to the student's ATAR at the end of Year 12. So – there are **few good reasons for doing more than 6 Unit 3/4 studies in your VCE.** Sometimes students and parents think it would be a good idea to do as many as possible in order to maximise the ATAR. Our experience at Strathcona is that there is no statistical benefit, and that by taking on a huge workload, students could actually disadvantage themselves.
- If you wish to study an external Language at Unit 3/4 level, or to take another 3/4 study which is not offered at Strathcona, this study will count as ONE in your Year 11 course, and you will be expected to have a full course of **SIX** studies.
- All students must take the normal minimum program of 6 studies at Strathcona in Year 11 (or VET plus 5 studies).
- **Undertaking a Unit 3/4 study in Year 11 still means that in Year 12 you would need to take FIVE subjects.**

What are the positives and negatives of taking a 3/4 study in Year 11?

- **More challenging work** - many students enjoy the extension of their skills
- **practice** in workload management and study skills
- the work is **much harder** than Year 10 and Year 11 work
- some students **are not yet well equipped** to manage study at this level
- some students **concentrate too much on the Unit 3/4 study**, and by neglecting their Unit 1/2 studies, do not prepare well enough for studies which follow on in Year 12. This is a serious problem for some students, and does disadvantage some. **Strathcona has an application process in order to take a Units 3/4 study in Year 11.** These criteria are quite rigorous, and are designed to make sure students are equipped to meet the requirements of Year 12-level study, as it is, after all, an accelerated subject. (see sample of the application form in the appendix)
- **Academic performance** Students Year 10 Semester results and examination grades will be evaluated. This is to ensure that students are able to balance the challenges of Units 3/4 with the importance of doing well in Units 1/2 studies. Students are expected to average a B across all subjects.

These averages mean that we expect a Year 10 student to be working hard in all subjects – not just in a few that she expects to continue on with in VCE – but at the same time it is possible for a student to be stronger in some subjects than others.

A measure of academic performance will be based first of all on Semester 1 results (because they are the only indicators of performance available at the time of course selection). However, Semester 2 results will also be considered for all students whose work did not meet the criteria in Semester 1, whilst ensuring students who did meet the criteria continue to do so.

The VCE Coordinator, Ms Boland, will consult with the Year 10 Coordinator about student performance at the end of both Semesters 1 and 2, including the examinations. Staff currently teaching Year 10 students will also provide advice to Ms Boland on students' course selections for VCE.

In addition to academic performance, other factors such as organisational skills, work habits, punctuality, attendance and involvement in the wider school community (such as extra-curricular activities) are taken into account when allowing students to enrol in Units 3/4 subjects in Year 11.

Student wellbeing is the school's main priority; therefore, if it is judged that enrolment in a Units 3/4 subject may adversely impact a student, the school reserves the right to not allow entry to that subject.

Note: Permission given in Semester 2 for a Year 10 student to access a Units 3/4 subject in the following year, depends upon there being space available in that particular class at that time. Such space cannot be guaranteed, as classes are formulated on the basis of information available at the end of Term 3 from the initial subject selections.

Approach to work and study skills

This is equally important.

A student should demonstrate very good study and time management skills across her whole course – not just in subjects she likes or is good at. Late or non-submission of work is a strong indicator of poor skills and habits. So once again, check the 'messages' in your Semester 1 results. Similarly, if the Application to study a Unit 3 & 4 is submitted after the deadline, this also gives a strong indication of 'readiness' of the student to accelerate.

What should you do if you think, at this stage, that you don't meet these criteria?

If you wish to take a Unit 3/4 study, you may list the subject in your course selection,

but...

if you do not meet the required standard of work in Semester 2, at that point you must select another Units 1/2 subject. Please note that your choice late in the year may be quite limited, so it might be in your interests to select a Units 1/2 subject rather than a Units 3/4 subject, if you know that your work most likely will not meet the criteria.

In some cases, decisions may be made during mid-late December. This is particularly so where a student is relying on Semester 2 reports to demonstrate improvement in her work. These are not available until the end of Term 4.

So ... work hard to improve in Semester 2!

Can I take a study at Units 3/4 level without having studied Units 1/2?

You might consider this when selecting subjects for 2018, and again when selecting your course for Year 12. In most studies, the answer is yes.

- The majority of VCE Unit 3/4 studies have no recommended preparation – so often you do not need to take a study at Unit 1/2 level first.
- However, in some studies, the VCAA recommends that you take certain units before Unit 3 and 4. These recommendations are listed below:

Studies at Units 3/4

Any Mathematics, Chemistry, Physics, Music Performance, any of the Languages

Recommended preparation

Music Performance 1/2, Chemistry 1/2, Physics 1/2, any Maths 1/2, Languages 1/2

It is also a requirement that in order to take Specialist Maths Units 3/4, you must have already studied Maths Methods Units 3/4, or be taking it at the same time.

However, despite the VCAA's recommended preparation, you should remember that many students at Strathcona have taken Units 3 and 4 in most studies (including some which do have a recommended preparation) with no previous Unit 1 or 2 units in either Years 10 or 11.

These subjects include:
Art, Accounting, Biology, Drama/Theatre Studies, Economics, Geography, Health and Human Development, Histories, Global Politics, Literature, Legal Studies, Physical Education, Psychology, and Visual Communication Design.

In most studies, it is important to have strong skills already established before you attempt a Unit 3/4 level. You should discuss this with teachers of those subjects.

Will you be disadvantaged by not studying an elective in Year 10 that leads into a VCE subject?

Students should choose subjects on the basis of interest but it is highly recommended that you consider the core and elective subjects you have undertaken in Year 10, as necessary development of skills for VCE subjects. We recommend that any subject you may be considering at the VCE level, should have at least one semester undertaken in Year 10 and preferably two. This includes Art, VCD or Drama. Languages will require two semesters.

What if you have studied Mathematical Methods Units 1 & 2 in Year 10?

(This study is offered to Year 10 students as part of the school's Accelerated Mathematics program). Two principles are relevant in considering Mathematical Methods Units 3 & 4 in Year 11, 2018:

- The criteria which apply to any student considering a Unit 3/4 study apply here also.
- Strathcona's Maths Department will supplement this by giving Accelerated Mathematics students specific guidelines on the appropriateness of considering Mathematical Methods Units 3 and 4 in their Year 11 year. **You should refer also to the more detailed advice in the Mathematics Studies section of the Handbook and on MyStrathcona.**

Can I study external VCE units?

Yes! Provided that the subject is NOT offered at Strathcona. Please keep in mind that if a subject is offered at Strathcona, you are expected to take that subject here at school. However, students do gain credit for any VCE studies that are satisfactorily completed at an approved VCE Provider.

Some of our students undertake the study of a VCE Language at weekend schools, and will continue with that study next year.

Only in exceptional cases do students undertake other VCE Units that are not offered at this school. Students who choose to include their external study within their program must study at an approved VCE provider. Include the details of this subject during the Strathcona subject selection period online. You will also need to obtain a copy of the 'Assessing School Enrolment Notification' form (see below for an example) from your external study provider. This form must be brought to the VCE Coordinator at the start of the school year in order for enrolment to be confirmed.

Assessing School Enrolment Notification

These providers may be Victorian School of Languages (VSL) schools, independent Language schools or TAFE providers. If you think this may apply to you, please see the VCE Co-ordinator Ms Boland, who co-ordinates external enrolments.

Students will be required to attend Strathcona in a full time capacity (normally 6 studies - 12 units - in Year 11, and at least 5 studies - 10 units - in Year 12), as well as the compulsory subjects of Ethics, Physical Recreation and Liberal Studies. For all students, **an external study at evening or weekend school may mean one less subject at Strathcona, as long as it is with a sanctioned VCE provider.**

VET studies may be studied at another campus, but as you are enrolled in these studies within the cluster of schools to which Strathcona belongs, these are considered to be internal studies by an offsite provider.

Studies at university level while in Year 12

These subjects are called Higher Education studies (or informally University Extension or Enhancement subjects). They enable students to include a first-year university subject in their VCE (Year 12 only) course, and are available to exceptional students on the Principal's recommendation. The tertiary institution also has to accept the application.

They have contributed to the ATAR as an increment on to the aggregate to a maximum of 5.0 points, depending on the result.

You will be required to take four Units 3/4 studies at Strathcona during Year 12, so a university study will be additional to that minimum course, making it five subjects in total.

More information will be given to eligible students at the end of Year 11 (2019). At this stage, you should not necessarily plan on taking a specific University study, even if you are very interested in the idea.

University studies are not available for students while in Year 11.

Other sources of information on courses:

The Careers Room is open each day, including lunchtime and recess. Drop in if you have any questions or would like to use the many resources available.

- You may also want to make an appointment to see Ms Boland or Mr Duncan for an individual consultation
- The Careers site on MyStrathcona contains information on activities both at school, such as lunchtime guest speakers or careers related excursions, as well as outside school, such as university information sessions and Open Days
- Use the online exploration section of your Morrisby Report to further investigate suggested and associated careers
- Use the quick links on each subject's site on MyStrathcona for further information into career pathways for certain subjects

Study Scores

For each student, the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3/4 VCE study which has been satisfactorily completed, and for which the student has received grades for the various school- assessed work components and the examinations. The Study Score is a score on a scale of 0 to 50 showing the student's achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.

Study Score (Relative Position)	% of students above this position (approx)
45	2
40	8
35	24
30	50
25	76
20	92

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR). Note that it is the VCAA which calculates the Study Score and the Victorian Tertiary Admissions Centre which calculates the ATAR.

Tertiary Entrance

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students – this is done by the tertiary institutions themselves.

Many courses have prerequisite VCE subjects which must be satisfactorily completed at the level specified (Units 1 and 2, or Units 3 and 4). In some cases, with the Units 3 and 4 prerequisites, there is also a minimum acceptable study score. Other factors relevant to selection may include folio submissions, design exercises, interviews and admissions tests.

Information relating to requirements for tertiary entrance to specific courses can be accessed on the VTAC website. Of particular note is the Prerequisite and Course Explorer function. Within this function, each course has a separate entry which details the entrance requirements, along with some general information including what is studied and possible majors, selection data from the previous cycle, and potential pathways upon completion of that course.

http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm

This function will be introduced to the girls before the subject selection process begins in Term 3. Of course, they are always welcome to use the Careers Centre at any time to receive assistance in accessing this information, on an individual basis.

Some key terms used in the tertiary selection process are explained below.

Minimum Entrance Requirements

To be eligible for entry into a tertiary institution in 2021, students will need to have:

- satisfactorily completed the VCE
- satisfactorily completed the English requirement
- satisfactorily completed three other Unit 3/4 sequences

This minimum requirement for completing a VCE will not be sufficient for tertiary selection. Selection will be based on the work done in Year 12 in the school-assessed coursework and the examinations and any other selection procedures the tertiary institutions decide to use.

The English Requirement
English studies required for satisfactory completion of the VCE are outlined earlier. The Units 3 and 4 English group subjects which are offered at Strathcona in 2019 are:

- English
- English as an Additional Language (EAL)
- Literature

VTAC has advised that tertiary entrance requirements and ATAR calculations will be as follows:

- For the calculation of student's ATAR in 2019 and 2020, satisfactory completion of both Units 3 and 4 of an approved sequence in a study in the English group is required. This sequence must be completed in the one year
- Any of the approved Unit 3 and 4 sequence within the English Group will be counted in the ATAR but no more than two will be permitted in the primary four
- The current policy of not allowing more than one of English and English (EAL) will continue

Calculation of Australian Tertiary Admission Rank

An Australian Tertiary Admissions Rank (ATAR) will be calculated in the following manner.

1) As mentioned earlier in this Handbook, a "study score" (out of 50) will be calculated by the Victorian Curriculum and Assessment Authority and awarded for each Unit 3/4 study that a student attempts.
2) These scores will be scaled by VTAC and the scores for English (the compulsory study), and the three other highest scores will be added to create the "Primary Four". Ten percent of the scaled scores for up to two other studies can then be added to the best four. (This is the 'increment' – see more below). The final figure is called the aggregate.
3) The aggregate score is then ranked from the highest to the lowest in the state with each student receiving an ATAR. The highest possible ATAR will be 99.95 – indicating that the student achieved a tertiary score which placed him/her in the top 0.05% of students in the State.

Increment

For a fifth and sixth study at Units 3 and 4 level, 10% of the score for each study will be added to the aggregate of the best four. Any study may be counted for this purpose. Some Vocational Education and Training (VET) studies do not receive scored outcomes. In these cases, the student may receive an average of her performance on their primary four as a 10% contribution to the ATAR score.

Scaling

Study scores will be scaled (adjusted) by VTAC for tertiary selection purposes only. This is done so the different cohorts of subjects do not distort the calculation of the Australian Tertiary Admissions Rank (ATAR). The ATAR will be reported to the students by VTAC at the same time as the VCE results are sent by the VCAA.

Two Stage Selection Model
The formulation of ATARs, in conjunction with other factors such as course quotas, enables courses to sort applicants into three groups.

- those to receive an offer (Clearly In)
- those not to receive an offer
- those just below the 'Clearly In' rank for whom additional information will need to be considered before offers are determined

The information above refers to courses which select primarily on ATAR score. Some courses rely on 'non-score' factors (folios, interviews, auditions etc.) as their major criteria for selection. Increasingly some courses that do not state prerequisites, will offer bonus 'aggregate points' for subjects studied that are relevant to the field of study.

Tertiary Entrance 2021
Information about institutional entrance requirements and individual course prerequisites is available on the VTAC website as well as the individual institutions own sites. Each student's preliminary subject selection will be checked by the VCE Coordinator and Careers Advisor in relation to the suitability of planned studies to proposed (or possible) tertiary courses. This checking process will take place in Term 4. However, students and parents are welcome to discuss course choices prior to initial selection in Term 3.

Section 2

A full list of all VCE studies available in Victoria can also be found in the VCAA's booklet "Where to Now?" or on the VCAA's website www.vcaa.vic.edu.au

- Units 1-4 Curriculum Guide…… pages 28-93

VCE Course Selection for Year 11 - 2019

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
		English **Semester 1** ○ #sayhername; or ○ That's a classic! **Semester 2** ○ The Power of Love; or ○ Law and Order	• English 1 & 2 • Literature 1 & 2 • EAL 1 & 2	• English 3 & 4 • Literature 3 & 4 • EAL 3 & 4
Mathematics (three main pathways from Year 10)		**Mathematics (one of)*** • Mathematical Methods 1 & 2	• Specialist Mathematics 1 & 2 • Mathematical Methods 3 & 4	• Specialist Mathematics 3 & 4
		• Mathematics	• Mathematical Methods 1 & 2	• Mathematical Methods 3 & 4
		• Further Mathematics Preparation	• General Mathematics (Further) 1&2	• Further Mathematics 3 & 4
Sciences		**Science** • Science of Life, Energy and Matter • Science of Body and Mind	• Biology 1 & 2 • Chemistry 1 & 2 • Physics 1 & 2 • Psychology 1 & 2	• Biology 3 & 4 • Chemistry 3 & 4 • Physics 3 & 4 • Psychology 3 & 4
Humanities and Social Sciences	Commerce	• Economies and Entrepreneurs	• Accounting 1 & 2 • Economics 1 & 2 • Legal Studies 1 & 2	• Accounting 3 & 4 • Economics 3 & 4 • Legal Studies 3 & 4
	Geography	Geography: • Hazards & Disasters or • Tourism	• *Geography 1 & 2	• *Global Politics 3 & 4 • *Geography 3 & 4 (2018)
	History	• The Making of the Modern World (1918-present)	• Twentieth Century History 1 & 2	• Ancient History 3 & 4 • Revolutions (America and French) 3 & 4
	Christian Education	• Chapel Services	• Ethics and Morality • Chapel Services	• Chapel Services

NOTE: - * access to different offerings of Mathematics and Science at Year 10 is invitation based on performance in Year 9

- bold subjects are required study for all students

VCE Course Selection for Year 11 - 2019

Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
The Arts	Art	• Photograph, Paint, Illustrate • Sculpture and Installation • Design and Innovate	• Art 1 & 2 • Visual Communication Design (VCD) 1 & 2	• Art 3 & 4 • Visual Communication Design (VCD) 3 & 4
	Drama	• Play Production • The Actor		• *Drama 3 & 4 (2020) • *Theatre Studies 3 & 4 (2019)
	Music	• Music	• *Music Performance 1 & 2	• *Music Performance 3 & 4
Languages (full year studies)		• Chinese • French • Italian	• French 1 & 2 • Italian 1 & 2 • Chinese (SL) 1 & 2	• French 3 & 4 • Italian 3 & 4 • Chinese (SL) 3 & 4
Health and Physical Education		• **Physical Education** • Cook, Create and Innovate • Exercise Science	• **Physical Recreation** • Health and Human Development (HHD) 1 & 2 • Physical Education 1 & 2	• *Health and Human Development (HHD) 3 & 4 • *Physical Education 3 & 4
Information and Communication Technology (ICT) and Design and Technology		• Creating New Worlds in Virtual Reality • VET Creative Digital Media (full year) 1 & 2	• VET Creative Digital Media (1 & 2)	• VET Creative Digital Media (3 & 4) (from 2020) • *Food Studies

KEY: *Units 3 & 4 which may be appropriate for acceleration for some students; Core subjects in **bold;** 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 Unit 1 or 2, rather than both.

VCE Course Selection for Year 11 - 2019

The VCE

Assessment Structure for VCE Studies – 2019

Study	School Assessment		External Assessment – Written examination		
Accounting	Units 3/4 Coursework	50%	Nov	2 hours	50%
Art	Units 3/4 Coursework School-assessed Task	20% 50%	Nov	1½ hours	30%
Biology	Units 3/4 Coursework	40%	Nov	2½ hours	60%
Chemistry	Units 3/4 Coursework	40%	Nov	2½ hours	60%
Drama	Units 3/4 Coursework	40%	*Solo performance*: Oct Nov	 1½ hours	 35% 25%
Economics	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
English/EAL	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	3 hours	50%
Food Studies	Unit 3 Coursework Unit 4 Coursework	30% 30%	Nov	1½ hours	40%
Geography	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Global Politics	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Health and Human Development	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
History (Revolutions or Ancients)	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Legal Studies	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Literature	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Languages – French, Italian, Mandarin Chinese	Unit 3 Coursework Unit 4 Coursework	25% 25%	*Oral examination:* Oct Nov	 ¼ hour* 2 hours*	 12½% 37½%
Mathematics Further Mathematical Methods CAS Specialist Maths	Units 3/4 Coursework Units 3/4 Coursework	34% 34%	Nov Nov Nov Nov	1½ hours 1½ hours 1 hour 2 hours	33% 33% 22% 44%
Music Investigation	Units 3/4 Coursework	50%	*Performance examination:* Oct Aural/Written examination	 	 50% 25%
Music Performance	Units 3/4 Coursework	30%	*Performance examination:* Oct Aural/Written examination	 	 50% 20%
Physical Education	Unit 3 Coursework Unit 4 Coursework	25% 25%	Nov	2 hours	50%
Physics	Units 3/4 Coursework	40%	Nov	2½ hours	60%
Psychology	Units 3/4 Coursework	40%	Nov	2½ hours	60%
Theatre Studies	Units 3/4 Coursework	45%	*Solo performance*: Oct Nov1½ hours	 	 25% 30%
Visual Communication Design	School-assessed Coursework 25% School-assessed Coursework 40%		Nov	1½ hours	35%

** A single grade is awarded*

General Achievement Test (GAT)

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 & 2

The school will continue to issue progress and semester reports. 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' – Satisfactory or 'N' – Not Satisfactory.

The school will report to parents on:

- the standard of school-assessed coursework and tasks A+ to E: UG
- patterns of work
- co-curricular involvement

School Reports - Units 3 & 4

Students will receive 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 9.00am **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. Doctor's certificates are required for more than three days absence or on the day of an assessment task.

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 EAL 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:

- Mental Health Condition
- Health Impairment
- Physical Disability
- Hearing Impairment
- Vision Impairment
- Specific Learning Disorder
- 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

a. Extra reading time: This will not exceed 10 minutes per hour
b. Extra writing time: This will not exceed 10 minutes per hour other than in exceptional circumstances
c. 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
d. Alternative format papers such as enlarged print, coloured paper, Braille and/or recorded examination papers
e. Permission to use aids such as a computer or microphone for a hearing impaired student
f. A reader or scribe
g. A clarifier
h. 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.

Medical Documentation Requirements

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

* 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 first 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.

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

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Area of Study 1	**The role of accounting**
	Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.
Outcome 1	On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
Assessment Tasks	Assessment tasks this area of study are selected from the following: a folio of exercises (manual methods and ICT), structured questions (manual methods and ICT), an assignment including use of ICT, a case study including use of ICT, a classroom presentation including use of ICT or a feasibility investigation of a business venture including use of ICT.
Area of Study 2	**Recording financial data and reporting accounting information for a service business**
	In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.
Outcome 2	On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.
Assessment Tasks	Assessment tasks this area of study are selected from the following: a folio of exercises (manual methods and ICT), structured questions (manual methods and ICT), an assignment including use of ICT, a case study including use of ICT, a classroom presentation including use of ICT or a feasibility investigation of a business venture including use of ICT.

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Area of Study 1	**Accounting for inventory**
	The strategic management of inventory is a key factor in the success or failure of a trading business. In this area of study students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business. Using both methods, students discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.
Outcome 1	On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
Area of Study 2	**Accounting for and managing accounts receivable and accounts payable**
	Managing accounts receivable and accounts payable successfully is essential to maintaining an adequate cash flow for a business. In this area of study students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas. Students also take account of ethical considerations involved in managing accounts receivable and accounts payable and the effects of these on business performance.
Outcome 2	On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
Area of Study 3	**Accounting for and managing non-current assets**
	In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.
Outcome 3	On completion of this unit the student should be able to record and report for non-current assets and depreciation.
Assessment tasks	Assessment for this unit will be selected from a folio of exercises utilising manual methods and ICT, structured questions utilising manual methods and ICT, an assignment including use of ICT, a case study including use of ICT, a classroom presentation, role-play or debate or a report utilising ICT.

The VCAA VCE final examination will contribute 50% of the final assessment.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.

Area of Study 1	**Recording and analysing financial data**
	In this area of study students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.
Outcome 1	On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process.
Area of Study 2	**Preparing and interpreting accounting reports**
	The preparation of financial reports at the end of the reporting period provides information to be used as a basis for planning and decision-making by the business owner. Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions.
Outcome 2	On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.
Assessment Tasks	Assessment for this unit will be selected from structured questions (manual and ICT-based), folio of exercises (manual and ICT-based), a case study (manual and ICT-based) or a report (written, oral or ICT-based).

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Area of Study 1	**Extension of recording and reporting**
	In this area of study students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets.
Outcome 1	On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
Area of Study 2	**Budgeting and decision-making**
	Business owners must plan for future activities if they are to successfully manage the business. Preparing budgeted accounting reports provides the owner with information that will assist in managing and developing strategies to improve business performance.
Outcome 2	On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.
Assessment tasks	Assessment for this unit will be selected from a folio of exercises utilising manual methods and ICT, structured questions utilising manual methods and ICT, an assignment including use of ICT, a case study including use of ICT, a classroom presentation, role-play or debate or a report utilising ICT.

There will be an examination held at the end of each semester.

Art

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks and examine how art making and artistic processes communicate meaning. Students explore the practices of artists who have been inspired by ideas relating to identity. Students will learn to apply the Analytical Frameworks to interpret the meanings and messages of artworks. They learn how to formulate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of drawing, painting, photography and printmaking. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Area of Study 1	**Artworks and meaning**
Outcome 1	On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.
Assessment Tasks	May include essays, short answer responses supported by visual references, annotated visual responses in the visual diary, and an examination.
Area of Study 2	**Art making and meaning**
Outcome 2	On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.
Assessment Tasks	A folio of technical explorations, processes, visual responses, observations or imaginative artmaking. Documentation and evaluation of the artmaking process in the visual diary.

Unit 2: Art making and contemporary culture

In this area of study students explore culture and contemporary practices. They experiment with visual language to develop, present and document their ideas inspired by cultural or contemporary sources. Students will focus on how art communicates the values, beliefs and traditions of societies. Emphasis is placed on contemporary approaches to making artworks. Students apply the Analytical Frameworks in their analysis and interpretation of artworks. At least four artists will be studied, based on common themes and at least two artworks produced from 1990 onwards.

Area of Study 1	**Contemporary artworks and culture**
Outcome 1	On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Cultural and the Contemporary Framework.
Assessment Tasks	May include short answer responses supported by visual references, annotated visual responses in the visual diary, multimedia presentations, examination.
Area of Study 2	**Art making and contemporary culture**
Outcome 2	On completion of this unit the student should be able to use the art process to create one finished artwork that explores social and or personal ideas.
Assessment Tasks	A folio of finished artworks, including support material. Documentation, evaluation and reflective annotation of the artmaking process in the visual diary.

Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced work before 1990 and since 1990. Students use the Analytical Frameworks to interpreting the meaning of artworks. Applied together this enables students to appreciate how an artwork may contain different layers of meaning. In this unit, contemporary art is considered to be that which has been produced since 1990. Diverse approaches are explored in relation to societal changes, including post modernism, post colonialism, globalisation and environmental issues.

Students link their growing understanding of art theory to their own practice. Students develop ideas through the art process and visual language. The artmaking process is supported through investigation, exploration and application of materials, techniques and processes. Students develop confidence in using art language and the Analytical Frameworks while developing their own artworks.

Area of Study 1	**Interpreting Art**
Outcome 1	On completion of this unit students should be able to use the four Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990 and compare the meanings and messages in the artworks.
Assessment Tasks	School Assessed Coursework may include essays, short or medium answer written responses and will contribute 10% to the student's final assessment. The level of achievement for Units 3 & 4 is also assessed by an end of year examination, which will contribute 30%.
Area of Study 2	**Investigation and interpretation through artmaking**
Outcome 2	On completion of this unit students should be able to use the art processes to produce at least one finished artwork by the end of Unit 3, and use the Analytical frameworks to document the progressive development of their artistic practice in the visual diary.
Assessment Tasks	The School Assessed Task (Folio) is assessed at the completion of Unit 4 and will contribute 50% to the student's assessment.

Unit 4: Artworks, ideas and viewpoints

Students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. This conceptual understanding is based upon issues related to the role of art in society and how ideas and issues are communicated through artworks. They discuss how art may change the way people think, through attributed commentaries from reliable sources.

From this research student select an art idea and issue to explore and use this artwork and related commentaries to discuss the art idea and related issues.

In Unit 4 students continue to develop their own artwork, building upon ideas and concepts begun in Unit 3, to further develop their artistic practice. Developing a body of work that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of concepts and skills. At the end of this unit Students present a body of work and at least one finished artwork accompanied by documentation of their artistic practice in their visual diary. Students use the Analytical Frameworks to structure the reflection and documentation of their artworks.

Area of Study 1	**Discussing Art**
Outcome 1	On completion of this unit students should be able to examine and analyse an art idea and its related issues to inform their own viewpoint.
Assessment Tasks	School Assessed Coursework may include essays or medium answer written responses and will contribute 10% to the student's final assessment. The level of achievement for Units 3 & 4 is also assessed by an end of year examination, which will contribute 30%.
Area of Study 2	**Realisation and resolution**
Outcome 2	On completion of this unit students should be able to apply the art process and work toward resolved ideas leading to at least one finished artwork, in addition to the work completed in Unit 3. They reflect upon their concepts and progressively develop their artworks. Students continue to apply the analytical frameworks to document their artistic practices, reflecting on exploration, experimentation, refinement and resolution of the body of work in their visual diary.
Assessment Tasks	The School Assessed Task (Folio) is assessed at the completion of Unit 4 and will contribute 50% to the student's assessment.

Biology

Units 1 & 2 - *Prerequisite*: There are no prerequisites for entry to Units 1 or 2. However, it is **HIGHLY** recommended that students study Units 1 & 2 Biology before they study Units 3 & 4 Biology. Students entering Unit 3 without completing Units 1 &/or 2 will be required to undertake additional preparation as prescribed by their teacher.

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations and the role of homeostatic mechanisms. Students investigate how a diverse group of organisms form a living interconnected community. The abiotic resources and the role of a keystone species in maintaining the structure of an ecosystem is explored. Classification of the planet's biodiversity and the factors that affect the growth of a population are considered.

Area of Study 1	**How do organisms function**
Outcome 1	On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.
Area of Study 2	**How do living systems sustain life?**
Outcome 2	Students should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
Area of Study 3	**Practical Investigation**
Outcome 3	Students design and undertake an investigation related to the survival of an organism or species, & draw conclusions based on evidence from collected data.
Assessment Tasks	A set of tasks such as fieldwork report, annotations of practical work folio, data analysis, scientific poster, problem solving, tests-multiple choice and short answer and a final examination.

Unit 2: How is continuity of life maintained?

Students focus on cell reproduction and the transmission of biological information from generation to generation. The cell cycle, DNA replication and cell division of prokaryotic and eukaryotic organisms are explored. The mechanisms of asexual and sexual reproductive strategies are investigated. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Chromosome theory and terminology from classical genetics is used to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Area of Study 1	**How does reproduction maintain the continuity of life**
Outcome 1	On completion of this unit the student should be able to compare the advantages and disadvantages of asexual & sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function & identify the role of stem cells in cell growth & cell differentiation and in medical therapies.
Area of Study 2	
Outcome 2	On completion of this unit the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
Area of Study 3	**Investigation of an issue**
Outcome 3	On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
Assessment Tasks	A set of tasks such as fieldwork report, annotations of practical work folio, media response, data analysis, scientific poster, problem solving, tests-multiple choice and short answer and a final examination.

Units 3 & 4 - *Prerequisite:* There are no VCAA prerequisites for entry to Unit 3. However, it is **HIGHLY** recommended that students study Units 1 & 2 Biology before they study Units 3 & 4 Biology. Students entering Unit 3 without completing Units 1 &/or 2 will be required to undertake additional preparation as prescribed by their teacher.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Students practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4, Outcome 3.

Area of Study 1	**How do cellular processes work?**
Outcome 1	On completion of this unit students should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
Assessment Tasks	A report related to at least two practical activities from a practical logbook.
Area of Study 2	**How do cells communicate?**
Outcome 2	On completion of this unit students should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.
Assessment Tasks	At least one task selected from: • a report of a practical activity • annotations of activities or investigations from a practical logbook • a graphic organiser • a bioinformatics exercise • an evaluation of research • media response • data analysis • a response to a set of structured questions • problem solving involving biological concepts, skills and/or issues • a reflective learning journal/blog related to selected activities or in response to an issue.
Area of Study 3	**Practical Investigation**
Outcome 3	On the completion of this unit student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
Assessment Tasks	A structured scientific poster.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Area of Study 1	**How are species related?**
Outcome 1	On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
Assessment Tasks	A report using primary or secondary data.
Area of Study 2	**How do humans impact on biological processes?**
Outcome 2	On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
Assessment Tasks	A response to an issue OR a report of a laboratory investigation.

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score, (including Area of Study 3, described in this document in Unit 3).

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60 per cent.

Chemistry

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

This unit focuses on establishing the students understanding of the various types of bonding present in materials and how this accounts for the variation in their properties. This unit also introduces students to the fundamental quantitative aspects of chemistry.

Area of Study 1	**How can knowledge of elements explain the properties of matter?**
Outcome 1	On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
Assessment Tasks	Test, practical work, problem solving activity.
Area of Study 2	**How can the versatility of non-metals be explained?**
Outcome 2	On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
Assessment Tasks	Test, practical work, problem solving activity, data analysis.
Area of Study 3	**Research investigation**
Outcome 3	On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.
Assessment Tasks	Scientific poster

Unit 2: What makes water such a unique chemical?

This unit focuses on examining the properties of water and how these give rise to its unusual and important properties. The unit also examines a range of significant types of reactions that occur in solutions. Students are introduced to a range of analytical techniques useful for quantitative examination of solutions.

Area of Study 1	**How do substances interact with water?**
Outcome 1	On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
Area of Study 2	**How are substances in water measured and analysed?**
Outcome 2	On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
Assessment Tasks for Outcome 1 and 2 above	Test, modelling activity, practical work.
Area of Study 3	**Practical investigation**
Outcome 3	On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.
Assessment Tasks	Scientific poster, reflective journal based on practical work

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

This unit focuses on energy production from a variety of sources. Energy sources are evaluated based on energy efficiency, renewability and environmental impact. The factors required to optimise the rate and extent of reactions are studied.

Area of Study 1	**What are the options for energy production?**
Outcome 1	In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
Assessment Tasks	SAC1: Combustion of alcohols and enthalpy (50 marks)
Area of Study 2	**How can the yield of a chemical product be optimised?**
Outcome 2	In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.
Assessment Tasks	SAC 2: Reaction rates and equilibrium (50 marks)

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

The general structures and reactions of the major families of organic compounds are studied. Instrumental analysis is used to identify substances using second hand data. The different types of food molecules and their structures are examined in relation to their metabolism in the body.

Area of Study 1	**How can the diversity of carbon compounds be explained and categorised?**
Outcome 1	In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.
Assessment Tasks	SAC 3: Organic reactions (30 marks)
Area of Study 2	**What is the chemistry of food?**
Outcome 2	Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective.
Assessment Tasks	SAC 4: A comparison of food molecules, test
Area of Study 3	**Practical investigation**
Outcome 3	SAC 5: A structured scientific poster according to the VCAA standard template (30 marks)

Economics

Unit 1: The behaviour of consumers and businesses

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Area of Study 1	**Thinking like an economist**
Outcome 1	On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
Assessment Tasks	A selection drawn from: analysis of written, visual and statistical evidence; applied economic exercises; a report; an essay; structured questions and case studies.
Area of Study 2	**Decision making in markets**
Outcome 2	On completion of this unit students should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.
Assessment Tasks	A selection drawn from: analysis of written, visual and statistical evidence, applied economic exercises, a report, an essay, structured questions and case studies.

Unit 2: Contemporary Economic Issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Area of Study 1	**Australia's Economic Prosperity**
Outcome 1	On completion of this unit the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
Assessment Tasks	A selection drawn from: analysis of written, visual and statistical evidence; applied economic exercises, a report, an essay, structured questions and case studies.
Area of Study 2	**Managing the Economy**
Outcome 2	On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
Assessment Tasks	A selection drawn from: analysis of written, visual and statistical evidence, applied economic exercises, a report, an essay, structured questions and case studies.
Area of Study 3	**Global Economic Issues**
Outcome 3	In this area of study students investigate one or more contemporary global economic issues and examine them from the perspective of the relevant stakeholders.
Assessment Tasks	A selection drawn from: analysis of written, visual and statistical evidence, applied economic exercises, a report, an essay, structured questions and case studies.

There will be an examination held at the end of each semester**.**

Unit 3: Australia's Economic Prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They consider contemporary issues to explain government intervention in markets, why markets might fail to maximise society's living standards and the unintended consequences of government intervention in the market.

Area of Study 1	**An introduction to microeconomics: the market system, resource allocation and government intervention**
Outcome 1	On completion of this unit the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
Area of Study 2	**Domestic macroeconomic goals**
Outcome 2	On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
Area of Study 3	**Australia and the world economy**
Outcome 3	On completion of this unit the student should be able to explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.
Assessment Tasks	Includes a selection drawn from: a folio of applied economic exercises, an essay, a report, media analysis, a case study and/or structured questions.

Unit 3 School-Assessed Coursework: AoS1 - 40% (one SAC), AoS2 - 30% (two SACs each worth 15%), AoS3 - 30% (one SAC)

Unit 4: Managing the Economy

Area of Study 1	**Aggregate demand policies and domestic economic stability**
Outcome 1	On completion of this unit the student should be able to discuss the nature and operation of aggregate demand policies and analyse how these influence the Australian Government's domestic macroeconomic goals and living standards.
Area of Study 2	**Aggregate supply policies**
Outcome 2	On completion of this unit the student should be able to discuss the nature and operation of aggregate supply policies and analyse how they influence the Australian Government's domestic macroeconomic goals and living standards.
Assessment Tasks	Includes a selection drawn from: a folio of applied economic exercises, an essay, a report, media analysis, a case study and/or structured questions.

Unit 4 School-Assessed Coursework: AoS1 - 60% (two SACs each worth 30%), AoS2 - 40% (one SAC)

School-assessed coursework (above SACs) - 50%
Final examination - 50%

VCE Course Selection for Year 11 - 2019

English/English as an Additional Language (EAL)

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

The following are possible combinations:

English Units 1 & 2	**or both**
Literature Units 1 & 2	English Units 1 & 2
English Unit 1 and Literature Unit 2	Literature Units 1 & 2
Literature Unit 1 and English Unit 2	

Units 1 & 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 Creating Texts**
Outcome	**Unit 1** - Identify and discuss key aspects of set texts.
	Demonstration of the outcome 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.
Area of Study	**Reading and Comparing Texts**
	Unit 2 – Identify and compare the presentation of ideas, issues and themes in texts.
Assessment Tasks	Demonstration of the outcome must be based on the student's performance on a selection of assessment tasks that are in written, oral or multimodal form such as analytical or argumentative responses and oral presentation.
Area of Study	**Analysing and Presenting Argument**
Outcome	**Unit 1** - To identify and discuss how language can be used to persuade readers and/or viewers in the presentation of an argument. **Unit 2** - To identify and analyse how language is used in a persuasive text in the presentation of an argument.
Assessment Tasks	**Units 1 & 2** - Discussion of the use of language and point/s of view in a persuasive text, either in writing and/or orally.

Assessment will be by coursework and an examination.

Units 3 & 4

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

Unit 3

Area of Study 1	**Reading and Creating Texts**
	In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in text, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.
Outcome 1	On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
Area of Study 2	**Analysing Argument**
	In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.
Outcome 2	On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
For EAL (English as an Additional Language) students only	
Area of Study 3	**Listening to texts**
	In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.
Outcome 3	On completion of this unit the student should be able to comprehend a spoken text.

Unit 4

Area of Study 1	**Reading and Comparing Texts**
	In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that react to the world and human experiences.
Outcome 1	On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
Area of Study 2	**Presenting Argument**
	In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.
Outcome 2	On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

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

VCE Course Selection for Year 11 - 2019

Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing message and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Unit 3: Food in Daily Life

Area of Study 1	**The Science of Food**
Outcome 1	On completion on this unit, the student should be able to: • explain the processes of eating and digesting food and absorption of macronutrients • explain causes and effects of food allergies, food intolerances and food contamination • analyse food selection models • apply principles of nutrition and food science in the creation of food products
Area of Study 2	**Food choice, health and wellbeing**
Outcome 2	On completion of this unit, the student should be able to: • explain and analyse factors affecting food access and choice • analyse the influences that shape an individual's food values, beliefs and behaviours • apply practical skills to create a range of healthy meals for children and families
Assessment tasks for Area of Study 1 and Area of Study 2	
Outcome 3	A range of practical activities and records of two practical activities related to the functional properties of components of food, AND Any one or a combination of the following: • a short written report; media analysis, research inquiry, structured questions, case study analysis • an annotated visual report • an oral presentation or a practical demonstration • a video or podcast

Unit 4: Food issues, challenges and futures

Area of Study 1	**Environment and ethics**
Outcome 1	On completion of this unit the student should be able to: • explain a range of food systems issues • respond to a selected debate with analysis of problems and proposals for future solutions • apply questions of sustainability and ethics to the selected food issue and • develop and create a food repertoire that reflects personal food values and goals
Area of Study 2	Navigating Food information
Outcome 2	On completion of this unit the student should be able to: • explain a variety of food information contexts • analyse the formation of food beliefs • evaluate a selected food trend, fad or diet • create food products that meet the Australian Dietary Guidelines
Assessment tasks for Area of Study 1	
	• a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices AND • a written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.
Assessment tasks for Area of Study 2	
	a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating AND any one or combination of the following: • a short written report: media analysis, research inquiry, structured questions, case study analysis • an annotated visual report • an oral presentation or a practical demonstration • a video or podcast

Overall assessment: Unit 3 - 30%, Unit 4 - 30%, examination 40%.

Geography

Units 1 & 2

If you are interested in pursuing a career in an area that genuinely makes a difference to the world we live in, then geography is a study that should be considered. Unit 1 & 2 Geography can enable students to develop an understanding of everything from how and why a variety of hazards are formed to the impact on rural environments and overcrowded urban areas to the characteristics and impacts of tourists on our world.

Geography is a subject that bridges and draws relationships with many other related disciplines (for example History, Economics and Science). Geography offers a broad range of career outcomes and, with the increasing global focus on the issues geographers are equipped to address, employment opportunities are growing exponentially.

Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Geospatial skills are emphasized in geography and this enable students to be given the opportunity to take part in many professions that now use these skills commonly.

Unit 1 Geography: Hazards & Disasters

In Unit 1 Geography students study the geography of Hazards & Disasters. Hazards & Disasters is a physical geographical study that enables students to progressively develop their own understanding of the contemporary world by investigating the spaces and places humans occupy and the impact of human interactions with the natural world. This includes integrating a range of historical, economic, ecological and cultural perspectives to give depth and breadth to student learning. Students who choose to undertake this subject will:

- construct an overview of hazards and disasters
- investigate two contrasting types of hazards including those that occur within local areas and regional and global hazards, such as drought, pests and infectious disease
- examine the processes, causes and impacts involved with hazards and hazard events
- examine and evaluate human responses to hazard events
- analyse the interconnections between human activities and natural phenomena causing hazards
- evaluate how people have attempted to reduce human vulnerability to, and the impact of, future hazard events.

Area of Study 1	**The Nature of Hazards & Disasters**
Students	• Examine hazards and hazard events • Engage in a study of at least two specific hazards at a range of scales.
Area of Study 2	**Responses to Hazards & Disasters**
Students	• Explore the nature and effectiveness of specific measures, such as prediction and warning programs • Examine community preparedness and land use planning • Evaluate actions taken after hazards become destructive disasters.
Assessment Tasks	
Students undertake a Fieldwork Investigation of a local example of a Hazard and/or a Hazard Event and complete a range of assessment tasks selected from: guided inquiry exercises, short answer guided responses, oral presentations, case-study reports, media production, interview (record, transcribe & report), structured questions, peer to peer feedback exercises. There will be an examination held at the end of the semester.	

The process of geographical inquiry used to explore the key knowledge in this subject is designed to develop student understanding and capacity to apply a range of pivotal geographical concepts and key geographical skills that are used in **VCE Geography Unit 3 'Changing the Land'** and **VCE Geography Unit 4 'Human Population – Trends and Issues'**. This core Geography option also provides useful background knowledge relevant to students intending to undertake future studies in **VCE Economics (Units 1-4), VCE Legal Studies (Units 1-4) and VCE Global Politics (Units 3 and 4).**

Unit 2 Geography: Tourism

In Unit 2 Geography students study the geography of Tourism. Unit 2 is a human sociological geographical subject that enables students to progressively develop their own understanding of the contemporary world by investigating the spaces and places humans occupy and the impact of human interactions with the natural world. This includes integrating a range of historical, economic, ecological and cultural perspectives to give depth and breadth to student learning. Students will examine the scope, impact and management of tourism with an emphasis on the local and Asia Pacific region since the 1950s.

This includes:

- the past and predicted growth of Tourism
- the relevance of Tourism to each student's current and future life
- the impact of Tourism on the natural and human world
- the and human efforts to manage the sustainability of natural world by minimising the environmental footprint of tourism.

Area of Study 1	**Characteristics of Tourism**
Students	• Examine the characteristics, location and distribution of different types of Tourism at a local, regional and global scale • Explore tourist destinations and the various factors affecting different types of Tourism within Australia and elsewhere in the world.
Area of Study 2	**Impacts of Tourism**
Students	• Investigate, analyse and evaluate the environmental, economic and socio-cultural impacts of Tourism by conducting a fieldwork investigation at one local tourism location • Undertake Case-Study research of examples of Tourism at a Global scale.
Assessment Tasks	
Students undertake a Fieldwork Investigation of a local Tourism site and engage in a range of assessment tasks selected from: guided inquiry exercises, short answer guided responses, oral presentations, case-study reports, media production, interview (record, transcribe & report), structured questions, peer to peer feedback exercises. There will be an examination held at the end of the semester.	

The process of geographical inquiry used to explore the key knowledge in this subject is designed to develop student understanding and capacity to apply a range of pivotal geographical concepts and key geographical skills that are used in **VCE Geography Unit 3 'Changing the Land'** and **VCE Geography Unit 4 'Human Population – Trends and Issues'**. This core Geography option also provides useful background knowledge relevant to students intending to undertake future studies in **VCE Economics (Units 1-4), VCE Legal Studies (Units 1-4) and VCE Global Politics (Units 3 and 4).**

Geography

Units 3 & 4

Geography is a subject that should be considered if students are interested in developing the skills to pursue a career that genuinely makes a difference to our future and the world we live in. It is a subject that provides students with an understanding of some of the big questions that are being asked and also many of the skills they can use to help find solutions to some of the biggest issues the world is facing. The skills and perspectives that students are exposed to in the Unit 3 & 4 course allow them to develop new understandings and to develop solutions. It is a subject that can be used as a springboard for a variety of academic and career pursuits as well as forming a link to many other disciplines.

Geography is a subject that bridges and draws relationships with many other related disciplines (for example History, Economics and Science). Geography offers a broad range of career outcomes and, with the increasing global focus on the issues geographers are equipped to address, employment opportunities are growing exponentially.

Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Geospatial skills are emphasized in geography and this enable students to be given the opportunity to take part in many professions that now use these skills commonly.

Unit 3: Changing the Land

This unit focuses on the geographical change to land cover caused by melting glaciers and ice-sheets, deforestation and desertification and the recent change of human land use in a local, national and global context. Students study land cover as the natural state as it has developed over time and the way it has changed as a result of natural processes and, increasingly, interconnections with human activity. This includes investigating how land cover is impacted by human uses such as for housing, resource provision, communication, services, and recreation.

Area of Study 1	**Land use change**
	Students investigate the processes and effects of changes in the use of the land in a selected local area. Fieldwork is an integral part of the investigation and the fieldwork report is a part of the required assessment.
Outcome 1	On completion of this unit, the student should be able to analyse, describe and explain land use change and assess its impacts.
Assessment Tasks	A folio of exercises, structured questions and fieldwork report.
Area of Study 2	**Land cover change**
	Students undertake studies that provide an overview of global land cover and the changes that have occurred over time. The three processes of deforestation, desertification, and melting glaciers and ice sheets are analysed in three different world locations. Three local, national and global responses are then evaluated.
Outcome 2	On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.
Assessment Tasks	A folio of exercises, analysis of geographical data and structured questions.

Unit 4: Human population trends and issues

In this unit students investigate the geography of human populations by exploring the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes. Students study population dynamics and undertake an investigation into two population trends in different parts of the world and the economic, social, political and environmental impacts these have on people and places.

Area of Study 1	**Population dynamics**
	Students study the dynamics of population change including the growth and decline in fertility and mortality. They also investigate population movements and how they can be long term or short term and from within and between countries with different economic and political conditions, and social structures.
Outcome 1	On completion of this unit, students should be able to analyse, describe and explain population dynamics on a global scale.
Assessment Tasks	A folio of exercises, analysis of geographical data.
Area of Study 2	**Population issues and challenges**
	In this area of study students investigate issues arising from two population trends such as healthcare and social service needs, the challenges that arise in coping with the issues, and their interconnection with population dynamics. Students evaluate and compare the effectiveness of strategies from government and/or non-government organisations in response to these challenges.
Outcome 2	On completion of this unit, the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
Assessment Tasks	A folio of exercises, structured questions.

The VCAA VCE final examination will contribute 50% of the final assessment.

Global Politics

Global Politics aims to provide students with insights into our rapidly changing world by focusing 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

In this unit students investigate twenty-first century global politics by using contemporary evidence to analyse the key global actors and their aims, roles and power. Students conduct investigations using the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

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.
Outcome 1	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.
Outcome 2	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.

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century by examining and analysing the debates surrounding two ethical issues which are underpinned by the contested notion of global citizenship. They then explore the context and causes of global crises, and consider the effectiveness of responses and challenges to solving them.

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.
Outcome 1	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. Topics are selected from environmental degradation, intra and inter-state conflict, state and non-state terrorism and economic instability.
Outcome 2	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.

The VCAA VCE final examination will contribute 50% of the final assessment.

Health and Human Development

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

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Unit 1: Understanding health and wellbeing

Area of Study 1	**Health perspectives and influences**
Outcome 1	To be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
Area of Study 2	**Health and nutrition**
Outcome 2	To be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
Area of Study 3	**Youth health and well- being**
	To be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.
Assessment tasks	Suitable tasks for assessment in this unit may be selected from the following: • a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis • oral presentation, such as a debate or a podcast • a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation • structured questions, including data analysis.

Unit 2: Managing health and development

Area of Study 1	**Developmental transitions**
Outcome 1	To be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
Area of Study 2	**Health care in Australia**
Outcome 2	To be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.
Assessment Tasks	As for Unit 1.

Unit 3: Australia's health in a globalised world

Area of Study 1	**Understanding health and wellbeing**
Outcome 1	To be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
Area of Study 2	**Promoting health and wellbeing**
Outcome 2	To be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.
Assessment Tasks	As for Unit 1.

Unit 4: Global health and human development

Area of Study 1	**Health and wellbeing in a global context**
Outcome 1	To be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
Area of Study 2	**Health and sustainable development goals**
Outcome 2	To be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs
Assessment Tasks	As for Unit 1.

VCE Course Selection for Year 11 - 2019

History

Twentieth Century History (replaces Ancient History)

For students who are intrigued by the past and want to learn its impact on our future, history should be considered for a subject in VCE. As a study history increases the student's knowledge of different cultures and understanding of the world we live in. The study of history helps students gain transferable skills, including critical thinking and general awareness of the world. The knowledge that is acquired in history is relevant to many disciplines and can enable students to access many employment opportunities (Dr Tony Joel, Deakin University).

Through studying VCE History, students explore continuity and change, they foster an understanding of human agency and how this informs decision making in the present. Students learn how to ask searching historical questions, develop and apply historical thinking skills, engage in independent research, and construct arguments about the past based on evidence.

Units 1 & 2

Unit 1: Ideology and Conflict

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

Area of Study 1	
	In this area of study the students explore what impact the treaties which concluded World War One had on nations and people. They examine the dominant ideologies of the period. Students also explore the impact of the post-war treaties, the development of ideologies and the economic crisis had on the events leading to World War Two.
Outcome 1	On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
Area of Study 2	
	In this area of study, the students explore what continuity and what change was evident between the 1920s and 1930s in social and cultural life. They also investigate how the ideologies affected the daily lives of people, as well as how cultural life was reflected and challenged the prevailing political, economic and social circumstances.
Outcome 2	On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts and analyse the factors which influenced changes to social life and culture, in the inter-war years.
Assessment Tasks	Assessment tasks over Units 1 are selected from an historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.

Unit 2: Twentieth Century History 1945 – 2000

In this unit students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Area of Study 1	
	In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.
Outcome 1	On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
Area of Study 2	
	In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.
Outcome 2	On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.
Assessment Tasks	Assessment tasks over Units 1 are selected from an historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay. There will be an examination held at the end of each semester.

There will be an examination held at the end of each semester.

Ancient History (Ancient Egypt and Greece)

This History offered will be either Ancient History or Revolutions, depending on student preferences.

Units 3 & 4 (Ancient Egypt and Greece)

In this area of study students explore the historical significance of social, political and economic features of Mesopotamia. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

Area of Study 1	
	Students explore the social, political and economic features of both Ancient Egypt and Ancient Greece, including the impact of the physical environment. They also examine the environment, the rulers, the roles of men and women, the nobility, and other levels of society. As part of this unit students investigate the social, political and economic features of Ancient Egypt and Ancient Greece. They explore social, political and economic features of life in these civilizations.
Outcome 1	On completion of this unit the student should be able to explain and analyse the social, political and economic features of Ancient Egypt.
Area of Study 2	
	In this area of study students explore a crisis in Ancient Egypt and Ancient Greece with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events.
Outcome 2	On completion of this unit the student should be able to evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point.
Assessment Tasks	Assessment tasks over Units 3 are selected from an historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.

The VCAA VCE final examination will contribute 50% of the final assessment.

Revolutions (America and French)

Students who undertake this subject immerse themselves in the world of the American (1754 to the 4th July 1776) and French (1774 to October 1789) Revolutions. Students explore the various causes and consequences of each revolution through a close examination of primary and secondary sources so as to develop their own considered historical interpretations.

Unit 3 (American Revolution: 1754 to the 4th July 1776)

This unit examines the causes of the American Revolution by exploring the events and other conditions that contributed to the outbreak of revolution. Students analyse the long-term causes and short-term triggers of the American Revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. Students also analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

Area of Study 1	**Causes of revolution**
Outcome 1	On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
Assessment Tasks	Assessed tasks will include two of the following: a historical inquiry, an analysis of primary sources, an evaluation of historical interpretations, an essay.
Area of Study 2	**Consequences of revolution**
Outcome 2	On completion of this unit students should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.
Assessment Tasks	Assessment tasks for Unit 3 are selected from an historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.

Unit 4 (French Revolution: 1774 to October 1789)

In this unit students immerse themselves in the French society that was characterised by changes and continuities in political, social, cultural and economic conditions, the role of significant individuals that changed society and the challenges and changes that were made to everyday life. Students then analyse the consequences of the revolution and evaluate the extent to which it brought change to society. They evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change.

Area of Study 1	**Causes of revolution**
Outcome 1	On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
Assessment Tasks	Assessment tasks will include two of the following: a historical inquiry, an analysis of primary sources, an evaluation of historical interpretations, an essay.
Area of Study 2	**Consequences of revolution**
Outcome 2	On completion of this unit students should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.
Assessment Tasks	Assessment tasks will include two of the following: an historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.

The VCAA VCE final examination will contribute 50% of the final assessment.

Languages (Chinese Second Language*, French and Italian)

Notes:

1. All three languages will be transitioning to a new Study Design, beginning with Year 11 in 2019 and Year 12 in 2020. Students of Units 1 & 2 in 2019 will work under the new Study Design for their Unit 3 & 4 courses.

2. Students currently enrolled in Units 1 & 2 languages subjects will continue with the current Study Design for Units 3 & 4.

Units 1 & 2 Language Study (Chinese Second Language, French and Italian)

For all three languages, the new Study Designs focus on student participation in:

- interpersonal communication,
- interpreting the language of other speakers and
- presenting information and ideas in the target language on a range of themes and topics.

Through a wide range of topics, students develop and extend their skills in listening, speaking, reading, writing and viewing in a range of contexts and develop cultural understanding in interpreting and creating language. They also develop their understanding of the relationships between language and culture and consider how these relationships shape communities and individuals where the language is spoken. As they explore each topic, students are given opportunities to make connections and comparisons between the culture of countries where their foreign language is spoken and that of Australia, as well as the opportunity to compare and contrast the structure of Chinese/French/Italian and English.

The VCAA has provided a broad overview of topics to be studied across Units 1 – 4. These topics are very similar for all three languages and may be covered in any order over the course of the two years. Some will be touched on more briefly in Year 11 and then explored in more detail in Year 12.

The individual	The Chinese/Italian/French speaking communities	The World around us
• Personal identity and lifestyles • Relationships • Aspirations, education and careers	• The Chinese/Italian/French-speaking communities • Historical perspectives / Historical and contemporary people and events • Chinese/Italian/French cultural perspectives	• Global and contemporary society • Communication and media • Technology and science

***Note**: Chinese Second Language is designed for students who have learnt all the Chinese they know in an Australian school or similar environment.

As for learning outcomes and assessment, again the three languages are quite similar.

Unit 1

Area of Study	Outcomes The student should be able to:	Sample tasks
1. Interpersonal communication	• exchange meaning in a spoken interaction in Chinese/French/Italian	• participate in a conversation/role play; give a talk to the class.
2. Interpretative communication	• interpret information from two texts on the same topic presented in Chinese/French/Italian and respond in writing in Chinese/French/Italian and in English	• write a descriptive summary of a film, including a review; read an article and listen to an announcement to write instructions.
3. Presentational communication	• present information and ideas in writing in Chinese/French/Italian on a selected topic	• write a children's story; create a written presentation which may include pictures

Unit 2

Area of Study	Outcomes The student should be able to:	Sample tasks
4. Interpersonal communication	• respond in writing in Chinese/French/Italian to spoken, written or visual texts presented in Chinese/French/Italian	• write a response to an email or blog; write a response to a radio announcement
5. Interpretative communication	• analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese/French/Italian	• write a reflective article on a cultural difference between Italy/ China/ France and Australia.
6. Presentational communication	• explain information and ideas orally in Chinese/French/Italian about an aspect of the culture of a country where the language is spoken	• present and explain an aspect of culture through PowerPoint or a portfolio.

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

More information about changes to the Units 3 & 4 course for 2020 will be provided later this year. Details from the Draft Study Designs indicate that there will be 3 SACs in both Units 3 and 4, covering all of the skill areas. There will still be a 2 hour written exam and a 15 minute oral exam at the end of the year.

Units 3 & 4 Language Study (Chinese SL, French and Italian)

As noted above, these students will be studying the current VCE French syllabus.

Topics

	Italian	Chinese	French
Unit 3	• personal world • lifestyles in Italy and Australia • tourism and holidays • social and contemporary issues	• lifestyles in China and various Chinese-speaking communities • youth issues • arts and entertainment • technology	• lifestyles in Paris and various French-speaking communities • historical figures • social issues • arts and entertainment
Unit 4	• social and contemporary issues (the Detailed Study) • environmental issues	• historical perspectives (the Detailed Study) • personal values and opinions • social issues	• historical perspectives (the Detailed Study) • personal values and opinions • contemporary social issues

Outcomes and Assessment

Unit 3: Outcomes and Assessment Tasks for Chinese, French and Italian

Outcomes and Assessments	
Outcome 1	Express ideas through production of original texts in the language.
Assessment Task	A 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 the language.
Outcome 3	Exchange information, opinions and experiences.
Assessment Task	A 3-4 minute role-play, focusing on the resolution of an issue.

Unit 4: Outcomes and Assessment Tasks for Chinese, French and Italian

Outcomes and Assessments	
Outcome 1	Analyse and use information from written texts in the language being studied (Note: For Chinese, there will be a translation part of the text(s) into English).
Assessment Task	A response to specific questions, messages or instructions, extracting and using information requested (Note: For Chinese, there will be a translation 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 the Chinese, French or Italian speaking communities, (related to the detailed study).
Assessment Task	A 250-character (for Chinese), 250-300 word (for French and Italian) informative, persuasive or evaluative response, for example a report, comparison or review, AND a 3-4 minute interview on an issue related to the Detailed Study.

Assessment consists of:

- six 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. For Chinese only this will also include a translation section.

Legal Studies

Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Area of Study 1	**Legal Foundations**
Outcome 1	On completion of this unit students should be able to describe the main sources and types of law, and assess the effectiveness of laws.
Assessment Tasks	Topic Test
Area of Study 2	**The presumption of innocence**
Outcome 2	On completion of this unit students should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
Assessment Tasks	Test and major case study/research project
Area of Study 3	**Civil Liability**
Outcome 3	On completion of this unit students should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
Assessment Tasks	Topic tests/case studies

There will be an examination at the end of the semester.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Area of Study 1	Sanctions
Outcome 1	On completion of this unit students should be able to explain the key concepts in the determination of a criminal case and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
Assessment Tasks	Test/ research investigation via case studies
Area of Study 2	**Remedies**
Outcome 2	On completion of this the student should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
Assessment Tasks	Test/research investigation via case studies
Area of Study 3	**Rights**
Outcome 3	On completion of this unit the student should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.
Assessment Tasks	A selection drawn from a topic test/case study/oral presentation

There will be an examination at the end of the semester.

Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1	The Victorian criminal justice system
Outcome 1	On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
Assessment Task (SAC)	Structured questions - 50 marks
Area of Study 2	**The Victorian civil justice system**
Outcome 2	On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.
Assessment Task (SAC)	Structured questions - 50 marks

School-assessed coursework (SACs) for Unit 3 will contribute 25 per cent to the study score

Unit 4: The People and the Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Area of Study 1	**The People and the Australian Constitution**
Outcome 1	On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
Assessment Task (SAC) -	Structured questions - 40 marks
Area of Study 2	**The people, the parliament and the courts**
Outcome 2	On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.
Assessment Task (SAC)	Structured questions - 60 marks

School-assessed coursework (SACs) for Unit 4 will contribute 25 per cent to the study score.

External Assessment:
The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination.
The examination will contribute 50 per cent.

Literature

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

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	**Reading practices**
	In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text.
Outcome 1	On completion of this unit the students should be able to respond to a range of texts and reflect on influences shaping these responses.
Assessment Tasks	A reading journal as well as activities to broaden students' reading practices.
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 concerns and ideas of individuals and particular groups in society.
Assessment Tasks	An analytical essay; a creative response.

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 to 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	**Exploring connections between 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 and the way meaning evolves and is open to a range of interpretations.
Outcome 2	On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.
Assessment Tasks	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 & 2 and/or Literature Units 1 & 2.

Literature

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

Unit 3

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms.

Area of Study 1	**Adaptations and transformations**
	In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conversation associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.
Outcome 1	By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.
Area of Study 2	**Creative Response to Texts**
	In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.
Outcome 2	On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Unit 4
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purpose of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4, Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Area of Study 1	**Literary Perspectives**
	In this area of study students focus on how different readings of text may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.
Outcome 1	On completion of this unit the students should be able to produce an interpretation of a text using different literary perspectives to inform their view.
Area of Study 2	**Close analysis**
	In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in the text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.
Outcome 2	On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

School-assessed coursework for Units 3 & 4 contributes 50% to the study score.
The end of year examination contributes 50% to the study score.

Mathematics

Mathematics Pathways

Selecting Units 1 & 2
There are four possible pathways in Mathematics at Year 11. To provide you with the widest choice and the strongest background for Units 3 & 4 Mathematics, you should consider studying four units of Mathematics at the Units 1 & 2 levels. The table on the following page shows how this path opens up all Units 3 & 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 & 2 levels.

Pathway 1: Mathematical Methods 1 & 2 with Specialist Mathematics 1 & 2
Studying Mathematical Methods with Specialist Mathematics 1 & 2, allows coverage of all material to a greater depth which promotes better understanding. Your class will also introduce topics that are needed for Specialist Mathematics 3 & 4.

Pathway 2: Mathematical Methods 1 & 2
It is possible to do Mathematical Methods 1 & 2 alone as a prerequisite for Mathematical Methods 3 & 4 and and/or Further Mathematics 3 & 4.
Note: Mathematical Methods 1 & 2 alone will not lead to Specialist Mathematics 3 & 4.

Pathway 3: Mathematical Methods 3 & 4
Students who completed Mathematical Methods 1 & 2 in Year 10 successfully, should seriously consider Mathematical Methods 3 & 4 in Year 11. This in combination with Specialist Mathematics 1 & 2 provides access to Specialist Mathematics 3 & 4 and potentially Higher Education Mathematics in Year 12.

Pathway 4 and 5: General Mathematics (Further) 1 & 2
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 3 & 4, providing you achieve good results. General Mathematics (Further) 1 & 2 is only available with teacher recommendation.

Selecting Units 3 and 4
Having successfully made it to the end of your Units 1 & 2 course, which units should you now choose for the next year? You must consider your performance in Units 1 & 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 the following Units 3 & 4 combinations:

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

VCE Course Selection for Year 11 - 2019

Pathways in Mathematics in the VCE

	Year 10		Year 11		Year 12
Pathway 1	**Mathematics**	⇨	Specialist Mathematics 1 & 2 **and** Mathematical Methods 1 & 2	⇨	Mathematical Methods 3 & 4 **with the option of also** Specialist Mathematics 3 & 4
Pathway 2	**Mathematics**	⇨	Mathematical Methods 1 & 2	⇨	Mathematical Methods 3 & 4 **and/or** Further Mathematics 3 & 4
Pathway 3	**Mathematical Methods 1 & 2**	⇨	Mathematical Methods 3 & 4 **with an option of** Specialist Mathematics 1 & 2	⇨	Specialist Mathematics 3 & 4
Pathway 4 & 5	**Mathematics and/or Further Mathematics Preparation**	⇨	General Mathematics (Further) 1 & 2	⇨	Further Mathematics 3 & 4

Notes:

- Students enrolling in Specialist Mathematics 3 & 4 require a background of Specialist Mathematics Units 1 & 2 and Mathematical Methods Units 1 & 2.
- Students taking Specialist Mathematics 3 & 4 must also take Mathematical Methods Units 3 & 4, either concurrently or before.
- A maximum of two 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 Accelerated Mathematical Methods Units 3 & 4 is by teacher recommendation only.
- Scaling procedures ensure that students are fairly rewarded for selecting the level of Mathematics at Units 3 & 4 appropriate to them.

Specialist Mathematics

Units 1 & 2

This subject prepares students for undertaking Specialist Mathematics Units 3 & 4 and is also an ideal additional preparation for Mathematical Methods Units 3 & 4. The topics in Units 1 & 2 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. It provides students with an opportunity to blend their algebraic and geometric thinking.

Area of Study	**Arithmetic and number**
	In this area of study students cover number systems and recursion, including sequences and series, complex numbers and principles of counting: combinatorics and permutations.
Area of Study	**Geometry, measurement and trigonometry**
	In this area of study students cover nature of proof, circle theorems and proofs, vectors in the plane.
Area of Study	**Graphs of Linear and non linear relations**
	In this area of study students cover conics, polar and parametric forms of graphs, simple reciprocal functions, kinematics.
Area of Study	**Algebra and Structure**
	In this area of study students cover Pythagorean and trigonometry proofs and identities.
Area of Study	**Statistics**
	In this area of study students cover probability simulation and sampling distributions.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts 2. Apply, analyse and discuss mathematical processes and their applications 3. Select and use appropriate technology to solve problems
Assessment Tasks	Assessment tasks will be in a variety of formats including: skills tests, problem solving and modelling tasks, mid and end of year examinations.

Specialist Mathematics

Units 3 & 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, complex numbers, probability and statistics is incorporated.

Area of Study	**Functions and Graphs**
	In this area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry.
Area of Study	**Algebra**
	In this area of study students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.
Area of Study	**Calculus**
	In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.
Area of Study	**Vectors**
	In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.
Area of Study	**Mechanics**
	In this area of study students cover an introduction to Newtonian mechanics, for both constant and variable acceleration, including inertial mass, momentum, forces, equations of motion and motion of a body.
Area of Study	**Probability and statistics**
	In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations, confidence interval, hypothesis testing.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts 2. Apply, analyse and discuss mathematical processes and their applications 3. Select and use appropriate technology to solve problems
Assessment Tasks	Three SACs: One Application Task (Unit 3), two Modelling and problem solving tasks (Unit 4), and two external end of year examinations.

Mathematical Methods

Units 1 & 2 (CAS)

This subject focuses on Algebra, Graphing and Probability as well as the use of technology, particularly CAS calculators, to investigate applications of the skills covered. Each of the units contains material that leads to a progressive development of skills across the four units. It prepares students for undertaking Mathematical Methods Units 3 & 4.

Area of Study	**Functions and graphs**
	In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domains, co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.
Area of Study	**Algebra**
	In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions, recognition and solving of equations and systems of equations.
Area of Study	**Calculus**
	In this area of study students cover graphical treatment of limits, continuity and differentiability of funct`ions of a single real variable, and differentiation, anti-differentiation and integration of these functions.
Area of Study	**Probability and statistics**
	In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate), calculation and interpretation of central measures and measures of spread and statistical inference for sample proportions.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts and apply a range of related mathematical routines and procedures. 2. Apply, analyse and discuss mathematical processes and their applications. 3. Select and use appropriate technology to solve problems.
Assessment Tasks	Assessment tasks will be in a variety of formats including: skills tests, problem solving and modelling tasks, mid and end of year examinations.

Mathematical Methods

Units 3 & 4

A broadly based mathematical subject 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 & 2 is the basis of the course design.

Area of Study	**Functions and graphs**
	In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domains, co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.
Area of Study	**Algebra**
	In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions, recognition and solving of equations and systems of equations.
Area of Study	**Calculus**
	In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions.
Area of Study	**Probability and statistics**
	In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate), calculation and interpretation of central measures and measures of spread and statistical inference for sample proportions.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts and apply a range of related mathematical routines and procedures. 2. Apply, analyse and discuss mathematical processes and their applications. 3. Select and use appropriate technology to solve problems.
Assessment Tasks	Three SACs: One Application Task (Unit 3), two Modelling and problem solving tasks (Unit 4), and two external end of year examinations.

General Mathematics (Further)

Units 1 & 2

This subject provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. It is comprised of a combination of non-calculus based content from a prescribed Core and two selected modules.

The assumed knowledge and skills for the Further Mathematics Units 3 & 4 prescribed core are covered in specified topics from General Mathematics (Further) Units 1 & 2. Students who have done only Mathematical Methods Units 1 & 2 will also have had access to assumed knowledge and skills.

Area of Study	**Statistics**
	In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.
Area of Study	**Matrices**
	In this area of study students cover matrices and their use to model practical situations and solve a range of related problems.
Area of Study	**Networks**
	In this area study students cover definitions and applications of directed and undirected graphs.
Area of Study	**Linear Relations and Equations**
	In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.
Area of Study	**Financial Arithmetic**
	In this area of study students cover mental, by-hand and technology assisted computation with practical financial arithmetic, including estimation, order of magnitude and accuracy, simple interest, compound interest, comparison of purchase options and cash flow.
Area of Study	**Number patterns and recursion**
	In this area of study students cover general number patterns and first order linear recurrence relations, and their use to model practical situations such as financial arithmetic and population modelling.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts and apply a range of related mathematical routines and procedures 2. Apply, analyse and discuss mathematical processes and their applications. 3. Select and use appropriate technology to solve problems.
Assessment Tasks	Assessment tasks will be in a variety of formats including: skills tests, problem solving and modelling tasks, mid and end of year examinations.

Further Mathematics

Units 3 & 4

This subject provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. It is comprised of a combination of non-calculus based content from a prescribed Core and two selected modules.

The assumed knowledge and skills for the Further Mathematics Units 3 & 4 prescribed core are covered in specified topics from General Mathematics (Further) Units 1 & 2. Students who have done only Mathematical Methods Units 1 & 2 will also have had access to assumed knowledge and skills.

Area of Study	**Data Analysis (Core)**
	In this area of study students will cover defining, displaying and drawing 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.
Area of Study	**Recursion and financial modeling (Core)**
	In this area of study students will cover the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.
Area of Study	**Networks and decision mathematics (Module)**
	In this area of study students will cover 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.
Area of Study	**Matrices (Module)**
	In this area of study students will cover different types of matrix operation and their applications, including transition matrices.
Outcomes for each Area of Study	
	For each Area of Study, students should be able to: 1. Define and explain key concepts and apply a range of related mathematical routines and procedures. 2. Apply, analyse and discuss mathematical processes and their applications. 3. Select and use appropriate technology to solve problems
Assessment Tasks	Four SACs: One Application Task and a Modelling and problem solving task (Unit 3 - Core), two Modelling and problem solving tasks (Unit 4 - Modules), and two external end of year examinations.

Music – Music Performance

Unit 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works.

There are three areas of study in this unit and three outcomes:

Area of Study 1	**Performance**
Outcome 1	The student should be able to prepare and perform a program of group and solo works
Area of Study 2	**Preparing for Performance**
Outcome 2	The student should be able to demonstrate and discuss techniques relevant to the performance of the selected works for performance.
Area of Study 3	**Music Language**
Outcome 3	The student should be able to identify, recreate, extend and notate music language components and short phrases and describe ways that the elements of music may be interpreted.
Assessment Tasks for all Areas of Study are:	
Outcome 1 Performance	A public performance of at least 3 works, including one group work and one solo work with accompaniment. Duration of performances will vary depending on the works selected.
Outcome 2 Preparing for Performance	A demonstration of material chosen to address challenges in performance of works prepared for Outcome 1. An explanation of how the selected material supports the student's development as an instrumentalist (vocalist) and their preparation of works performed for Outcome 1. This explanation may be presented in on or more of the following formats: • Oral • Multimedia • Written
Outcome 3 Music Language	Aural, written and practical tasks including a test.

All assessments for Unit 1 are **school-based**

Unit 2

This unit focuses on building performance and musicianship skills to present performances of selected group and solo music works in familiar and unfamiliar venues and spaces.

There are **four** areas of study in this unit and four outcomes.

Area of Study 1	**Performance**
Outcome 1	The student should be able to prepare and perform a program of group and solo works
Area of Study 2	**Preparing for Performance**
Outcome 2	The student should be able to demonstrate and discuss techniques relevant to the performance of the selected works for performance.
Area of Study 3	**Music Language**
Outcome 3	The student should be able to identify, recreate, extend and notate music language components and short phrases and describe ways that the elements of music may be interpreted.
Area of Study 4	**Organisation of Sound**
Outcome 4	The student should be able to devise a composition that uses music language evident in the work/s being prepared for performance.
Assessment Tasks for the Areas of Study	
Outcome 1 Performance	A public performance of at least 3 works, including one group work and one solo work with accompaniment. Duration of performances will vary depending on the works selected.
Outcome 2 Preparing for Performance	A demonstration of material chosen to address challenges in performance of works prepared for Outcome 1. An explanation of how the selected material supports the student's development as an instrumentalist (vocalist) and their preparation of works performed for Outcome 1. This explanation may be presented in on or more of the following formats: • Oral • Multimedia • Written
Outcome 3 Music Language	Aural, written and practical tasks including a test.
Outcome 4 Organisation of Sound	A composition or an improvisation and accompanying documentation that describes the use of music language in the exercises/s. May be presented in the following formats: • Multimedia • Written

All assessments for Unit 2 are **school-based**

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the **end-of-year examination**.

There are three areas of study in this unit and three outcomes:

Area of Study 1	**Performance**
Outcome 1	The student should be able to prepare and perform a program of group and solo works and demonstrate a diverse range of techniques and expressive qualities and a wide range of music styles and performance conventions.
Area of Study 2	**Preparing for Performance**
Outcome 2	The student should be able to demonstrate and discuss techniques relevant to the performance of the selected works for performance.
Area of Study 3	**Music Language**
Outcome 3	The student should be able to identify, recreate, extend and notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works.
Assessment Tasks for the Areas of Study	
Outcome 2 Preparing for Performance	A demonstration of material chosen to address challenges in performance of works prepared for Outcome 1. An explanation of how the selected material supports the student's development as an instrumentalist (vocalist) and their preparation of works performed for Outcome 1. This explanation may be presented in on or more of the following formats: • Oral • Multimedia • Written
Outcome 3 Music Language	A test that includes the following: • Aural and theory • Written • Practical components

School-assessed Coursework for Unit 3 contributes 20%

Unit 4
This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the **end-of-year examination**.

There are three areas of study in this unit and three outcomes:

Area of Study 1	**Performance**
Outcome 1	The student should be able to prepare and perform informed interpretations in a program of group and solo works and demonstrate a diverse range of techniques and expressive qualities and a wide range of music styles and performance conventions.
Area of Study 2	**Preparing for Performance**
Outcome 2	The student should be able to demonstrate and discuss techniques relevant to refining the performance of the selected works.
Area of Study 3	**Music Language**
Outcome 3	The student should be able to identify, recreate, extend and notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works.
Assessment Tasks for the Areas of Study	
Outcome 2 Preparing for Performance	A demonstration of material selected to assist with development of general instrumental (vocal) technique and preparation and presentation of works selected for Outcome 1, including exercises created by the student. AND A discussion of how the selected material supports the student's development as an instrumentalist (vocalist) and their preparation of works performed for Outcome 1. The discussion may be presented in on or more of the following formats: • Oral • Multimedia

School-assessed Coursework for Unit 4 contributes 10%

External assessment
There are two external assessments at the end of the year.
A performance examination and an aural/written examination.

Contribution to final assessment
The performance examination will contribute 50% and the aural and written examination will contribute 20%

Physical Education

Units 1 & 2

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Area of Study 1	**How does the musculoskeletal system work to produce movement?**
	Students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore their major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.
Assessment Tasks	Test.
Area of Study 2	**How does the cardiorespiratory system function at rest and during physical activity?**
	Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise.
Assessment Task	A written lab report and test.

Unit 2: Physical activity, sport and society

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

Area of Study 1	**What are the relationships between physical activity, sport, health and society?**
	Students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport.
Assessment Tasks	A written portfolio.
Area of Study 2	**What are contemporary issues associated with physical activity and sport?**
	Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.
Assessment Task	A class/multimedia presentation.

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

Physical Education

Units 3 & 4

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Area of Study 1	**How are movement skills improved?**
	Students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.
Assessment Tasks	Test.
Area of Study 2	**How does the body produce energy?**
	Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles.
Assessment Task	Assessment Task 1: Test Assessment Task 2: Practical lab report and test

Unit 4: Training to improve performance

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Area of Study 1	**What are the foundations of an effective training program?**
	Students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.
Assessment Tasks	A written report.
Area of Study 2	**How is training implemented effectively to improve fitness?**
	Students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods.
Assessment Task	Assessment Task 1: Training Program portfolio Assessment Task 2: Written report/case study Assessment Task 3: Test

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

Physics

Units 1 & 2

In this study students explore some of the ideas and models used by physicists in an attempt to understand and explain the world. Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of natural phenomena and examine ways in which phenomena that are not directly observable can be explored.

Unit 1: What ideas explain the physical world?

Area of Study 1	**How can thermal effects be explained?**
Outcome 1	The student learns how to apply thermodynamic principles to analyse, interpret and explain heating processes, including the environmental impact of human activities on Earth's thermal systems in order to consider debates related to climate science.
Area of Study 2	**How do electric circuits work?**
Outcome 2	The student learns to apply basic DC circuit ideas and mathematical models to simple battery-operated devices and household electrical systems and describe the safe and effective use of electricity by individuals and the community.
Area of Study 3	**What is matter and how is it formed?**
Outcome 3	The student learns about the origins of atoms, the nature of subatomic particles and how atoms can be a source of energy.
Assessment Tasks	Tests, data analysis, summary of practical work, experimental investigations, examination

Unit 2: What do experiments reveal about the physical world?

Area of Study 1	**How can motion be described and explained?**
Outcome 1	The student uses the concepts of force, energy and momentum to explain and describe the motion of objects.
Area of Study 2	**Option**
Outcome 2	The class will complete one option from the following list: • What are stars? • How do fusion and fission compare as viable nuclear energy power sources? • How is radiation used to maintain human health? • How can human vision be enhanced? • How do instruments make music?
Area of Study 3	**Practical investigation**
Outcome 3	The student will design and undertake an investigation of a physics question based on evidence from collected data.
Assessment Tasks	Tests, data analysis, experimental investigation, summary of practical work, examination

Units 3 & 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.

A contextual approach to the study is adopted to ensure that students appreciate the relevance of Physics to their everyday experiences of the physical, technological and social worlds and to help them build a robust understanding of important concepts by encouraging them to refine and reconstruct the models of physical phenomena they already hold.

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

Unit 3: How do fields explain motion and electricity?

Area of Study 1	**How do things move without contact?**
	Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.
Outcome 1	On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
Area of Study 2	**How are fields used to move electrical energy?**
	The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.
Outcome 2	On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.
Area of Study 3	**How fast can things go?**
	In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.
Outcome 3	On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.
Assessment Tasks	
The outcomes will be demonstrated in a range of tasks including analysis and evaluation of stimulus material in the form of tests, practical work, data analysis and reports.	

Unit 4: How can two contradictory models explain both light and matter?

Area of Study 1	**How can waves explain the behaviour of light?**
	Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.
Outcome 1	On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
Area of Study 2	**How are light and matter similar?**
	In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.
Outcome 2	On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.
Area of Study 3	**Practical investigation**
	A student-designed practical investigation related to waves, fields or motion relating to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster.
Outcome 3	On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.
Assessment Tasks	
The outcomes will be demonstrated in a range of tasks including tests, practical work, data analysis, reports and a structured scientific poster. The end of year examination will contribute 60% of the study score.	

Psychology

Unit 1: How are behaviour and mental processes shaped?

In Unit 1 students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Area of Study 1	**How does the brain function?**
Outcome 1	On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
Area of Study 2	**What influences psychological development?**
Outcome 2	On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
Area of Study 3	**Student-directed research investigation**
Outcome 3	On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.
Assessment Tasks	A selection from: tests, logbook of practical activities, analysis of data, research investigation report, media responses. End of semester examination.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Area of Study 1	**What influences a person's perception of the world?**
Outcome 1	On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
Area of Study 2	**How are people influenced to behave in particular ways?**
Outcome 2	On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
Area of Study 3	**Student-directed practical investigation**
Outcome 3	On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.
Assessment Tasks	A selection from: tests, logbook of practical activities, media response, analysis of data, practical investigation report, reflective learning journal/blog. End of semester examination.

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Area of Study 1	**How does the nervous system enable psychological functioning?**
Outcome 1	On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
Assessment Tasks	At least one task selected from: • annotations of at least two practical activities from a practical logbook • evaluation of research • a report of a student investigation • an analysis of data including generalisations and conclusions • a visual presentation • media analysis/response • a response to a set of structured questions • a reflective blog/learning journal related to selected activities or in response to an issue • a test
Area of Study 2	**How do people learn and remember?**
Outcome 2	On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.
Assessment Tasks	At least one task selected from: • annotations of at least two practical activities from a practical logbook • evaluation of research • a report of a student investigation • analysis of data including generalisations and conclusions • a flow chart • media analysis/response • a response to a set of structured questions • a reflective blog/learning journal related to selected activities or in response to an issue • a test

Contribution to final assessment - School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Area of Study 1	**How do levels of consciousness affect mental processes and behaviour?**
Outcome 1	On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
Assessment Tasks	Analysis and evaluation of stimulus material using at least one task selected from: • annotations of at least two practical activities from a practical work folio • comparison of different states of consciousness • a report of a student investigation • analysis of data including generalisations and conclusions • media analysis/response • a response to a set of structured questions • a reflective learning journal/blog related to selected activities or in response to an issue • a test
Area of Study 2	**What influences mental wellbeing?**
Outcome 2	On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
Assessment Tasks	Application of a biopsychosocial approach using at least one task selected from: • annotations of at least two practical activities from a practical work folio • analysis of the development of specific phobia or the maintenance of mental health • a report of a student investigation • analysis of data including generalisations and conclusions • media analysis/response • a response to a set of structured questions • a reflective learning journal/blog related to selected activities or in response to an issue • a test

Area of Study 3	Practical investigation
Outcome 3	On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.
Assessment Tasks	A structured scientific poster.

Contribution to final assessment - School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
External assessment - The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
Contribution to final assessment - The examination will contribute 60 per cent.

Theatre Studies

This study will be offered in 2019.

Drama Units 3 & 4 and Theatre Studies Units 3 & 4 are offered in alternate years. For 2019 Theatre Studies will be offered and Drama will be offered in 2020. 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 Mrs Rowlands.

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

Unit 3: Producing Theatre

In this unit develop an interpretation of a script through the theatre production process. Students specialise in two production roles from the following list:

- Actor
- Director
- Designer - any one or two of costume, make-up, props, set, lighting, sound.

Students use knowledge developed during this process to analyse and evaluate the way production roles can be used to interpret script excerpts previously unstudied.

Students attend a performance and analyse and evaluate the interpretation of the script in the performance.

Area of Study 1	**Staging Theatre**
Outcome 1	On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.
Area of Study 2	**Interpreting a script**
Outcome 2	On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from an unseen script and explain how these could be realised in a theatre production.
Area of Study 3	**Analysing and evaluating theatre**
Outcome 3	In this area of study students analyse and evaluate an interpretation of a script in a production.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. Students then develop a creative and imaginative interpretation of the monologue. To realise their interpretation, they work in production roles as an actor and director, **or** as a designer. They analyse a play in performance.

Area of Study 1	**Researching and presenting theatrical possibilities**
Outcome 1	On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.
Outcome 2	On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

Area of Study 2	Analysing and evaluating a performance
Outcome 3	On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 15 per cent to the study score.

External Assessment
A monologue examination will contribute 25 per cent to the study score. The written examination will contribute 30 per cent to the study score.

VCE VET Creative Digital Media (Certificate III in Media)

Digital media is shaping the way that we communicate and do business. A strong and carefully-designed online presence is essential for most brands. This course is designed to develop students into skilled online content creators. This involves:

- image manipulation in Adobe Photoshop,
- graphics development in Adobe Illustrator,
- animation and motion graphic design in Adobe Animate, and,
- webpage design

Competencies

Competencies are nationally-benchmarked industry standards which are required to be successfully completed in Units 1 & 2. In 2019, these may include:

BSBCRT301	Develop and extend critical and creative thinking skills
BSBWHS201	Contribute to health and safety of self and others
CUAIND301	Work effectively in the creative arts industry
ICTWEB303	Produce digital images for the web
CUADIG201	Maintain interactive content

About this subject

This year-long subject provides credit for a Unit 1 & 2 sequence and can be continued with Scored Assessment in Units 3 & 4, resulting in a Study Score and contributing towards a student's ATER. Students who successfully complete Units 1-4 will also receive CUA31015 Certificate III in Media, a nationally-recognised qualification.

Assessment

As a VET subject, the majority of the assessment is project-based and is supplemented by portfolios and short answer questions.

Pathways

Pathways from the Certificate III in Media may include employment as a media technician or higher education courses, such as the Bachelor of Design, Bachelor of Communications or a Bachelor of Screen and Media.

Visual Communication Design (VCD)

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts.

Outcomes	
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 visual communication, design knowledge, design thinking skills and drawing to meet specific purposes in designated design fields.

Outcomes	
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, isometic 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.

Unit 3: Design thinking and practice

Students understand the process designers employ to structure their thinking and communicate ideas with clients, target audiences, designers and specialists.

Outcomes	
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

In this unit students develop design concepts and two final presentations of visual communications to meet the requirements of the brief.

Outcomes	
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 & 4 is also assessed by a School-assessed Task, which will contribute 40% and an end-of-year examination will contribute 35%.

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. Speakers are organised to focus on the following themes:

- Resilience, managing anxiety, overcoming adversity, and development of confidence
- Study skills and examination preparation
- Community service and citizenship
- Spiritual wellbeing
- Preparation for life after Strathcona

VCE Course Selection for Year 11 - 2019

Glossary of Terms

ATAR — Australian Tertiary Admission Rank
The overall ranking on a scale of 0 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.

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 Design
The study design describes the units available within the study and prescribes the objectives, areas of study.

Study Scores
Issued by the VCAA — is a measure of the student's performance in a study, relative to all other students in that study.

Unit
A semester-length component of a study.

Units 1 & 2
Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 & 4
Units within a VCE study designed to approximate the Year 12 level of difficulty.

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.

VET
Vocational Education and Training.

VTAC
The Victorian Tertiary Admissions Centre. The body which administers the selection system for Victoria's tertiary institutions

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