



STRATHCONA
BAPTIST GIRLS GRAMMAR

Year 12

Curriculum Handbook

2020



VCE Course Selection for Year 12 – 2020

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Forward

“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 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 VCE students at the start of 2020. The VCE Handbook contains information useful to students once their VCE course has begun and has clear details on the VCE procedures and processes.

Senior Years Contacts:

- Head of VCE: Ms Simone Boland
- Heads of House: Mr Scott Pannam (Arnold), Ms Sarah Quin (Findlay), Ms Mary Ann Oakley (Gilbert) and Mrs Lucinda Thom (Grenfell)
- Head of Careers and Partnerships: Ms Joanna Buckley
- Senior Dean of Learning, Innovation and Research: Mr Ross Phillips

IMPORTANT DATES

- Subject Preferences due by Thursday 15 August, 2019

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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 2020/21. 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
- **Where to now? – A guide to the VCE, VCAL and Apprenticeships and Traineeships for 2020** - This guide is published by the VCAA
- **2020 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 2022** - A commercially published version of the university entrance requirements for 2022 - the year in which most students will begin tertiary study. It is arranged by interest areas.
- **Pre-requisites for 2022 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 resources 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 *Career News*, providing information on current course and career information and upcoming events, that is available online on MyStrathcona.

How do you submit your course, and when?

Students will submit their course selection for next year online by Thursday 15 August, 2019, but will also submit a hardcopy of this. The hardcopy course form will also ask you to provide information about what

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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, 2019
- 2nd course change opportunity: December 2019 - at the end of the 2019 VCE Preparation Program
- 3rd course change opportunity: Term 1, Day 1, 2020

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 in August this year.

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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 and 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 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)
- Satisfactory completion of Units 3/4 in either Mathematical Methods or Specialist Mathematics
- Satisfactory completion of 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

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program. The minimum number of units is 16 to gain the VCE.

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

- **12 units** (normally, six subjects) while in **Year 11**, and
- **10 units** (five 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 Head of VCE in consultation with key staff
- students who have taken a **Units 3/4 study in Year 11** are still 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 Head of VCE in consultation with key staff. (see *Should I include Unit 3/4 studies in my 2020 Year 11 course?* and the sample of the application form)
- Students should not take six 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 Head of VCE 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

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- VET subjects 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 IMVC and have proved to be very popular with Strathcona students.

Students undertaking Units 3 and 4 VET, need to have achieved the competencies in Units 1 and 2. It is not possible to commence a VET subject in Year 12.

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 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 VET studies do not provide a study score but still contribute towards an ATAR. Please refer to the VET Handbook for further information.

The VET attendance requirements are very strict. There are only two absences allowed for the semester. The IMVC sends out an 'absence alert' each time a student fails to attend a session, for the School to follow up. A doctor's certificate must be supplied for any absence due to illness.

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

You might have considered this when selecting subjects for 2019, 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.

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Can I study external VCE units?

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. For example 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. 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 Head of VCE, Ms Boland, who co-ordinates external enrolments.

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 Head of VCE at the start of the school year in order for enrolment to be confirmed.

The image shows a form titled 'Assessing School Enrolment Notification' from the Victorian Curriculum and Assessment Authority (VCAA). The form is used to request that a student's external VCE studies be assessed for credit towards their VCE program. It includes fields for the student's name, VCAA Student Number, and details of the VCE units to be assessed. There is also a section for the provider's details, including their name, address, and contact information. The form is designed to be filled out by the external study provider and then submitted to the school's Head of VCE.

Students will be required to attend Strathcona in a full time capacity (normally six studies - 12 units - in Year 11, and at least five 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 a student's ATAR as an increment on to the aggregate to a maximum of 5.0 points, depending on the result.

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

Other sources of information on courses:

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 Ms Buckley for an individual consultation
- The weekly Career News 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 the 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.

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Information relating to requirements for tertiary entrance to specific courses can be accessed on the VTAC website and on the individual institutions websites. Of particular note is the 'CourseSearch' 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.

<https://delta.vtac.edu.au/CourseSearch/searchguide.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 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.

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 2020 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 a student's ATAR in 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' (see below)
- 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

VCE Course Selection for Year 12 – 2020

- 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, where the maximum figure would be 210.
 - 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 increment calculated as 10% of the lowest study score of the primary four as a 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) and to compensate for the varying strengths of competition across each study. The ATAR will be reported to the students by VTAC at the same time as the VCE results are sent by the VCAA.

Tertiary Entrance 2022

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 Head of VCE and Careers Counsellor 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 3 & 4 Curriculum Guide..... pages 23-65

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Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
		English Semester 1 <ul style="list-style-type: none"> ○ #sayhername; or ○ That's a classic! Semester 2 <ul style="list-style-type: none"> ○ The Power of Love; or ○ Law and Order 	<ul style="list-style-type: none"> • English 1 & 2 • Literature 1 & 2 • EAL 1 & 2 	<ul style="list-style-type: none"> • English 3 & 4 • Literature 3 & 4 • EAL 3 & 4
Mathematics (three main pathways from Year 10)		Mathematics (one of)* <ul style="list-style-type: none"> • Mathematical Methods 1 & 2 	<ul style="list-style-type: none"> • Specialist Mathematics 1 & 2 • Mathematical Methods 3 & 4 	<ul style="list-style-type: none"> • Specialist Mathematics 3 & 4
		<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematical Methods 1 & 2 	<ul style="list-style-type: none"> • Mathematical Methods 3 & 4
		<ul style="list-style-type: none"> • Further Mathematics Preparation 	<ul style="list-style-type: none"> • General Mathematics (Further) 1&2 	<ul style="list-style-type: none"> • Further Mathematics 3 & 4
Sciences		Science <ul style="list-style-type: none"> • Science of Life, Energy and Matter • Science of Body and Mind 	<ul style="list-style-type: none"> • Biology 1 & 2 • Chemistry 1 & 2 • Physics 1 & 2 • Psychology 1 & 2 	<ul style="list-style-type: none"> • Biology 3 & 4 • Chemistry 3 & 4 • Physics 3 & 4 • Psychology 3 & 4
Humanities and Social Sciences	Commerce	<ul style="list-style-type: none"> • Economies and Entrepreneurs 	<ul style="list-style-type: none"> • Accounting 1 & 2 • Economics 1 & 2 • Legal Studies 1 & 2 	<ul style="list-style-type: none"> • Accounting 3 & 4 • Economics 3 & 4 • Legal Studies 3 & 4
	Geography	Geography: <ul style="list-style-type: none"> • Hazards & Disasters or • Tourism 	<ul style="list-style-type: none"> • *Geography 1 & 2 	<ul style="list-style-type: none"> • *Global Politics 3 & 4 • *Geography 3 & 4
	History	<ul style="list-style-type: none"> • The Making of the Modern World (1918-present) 	<ul style="list-style-type: none"> • Twentieth Century History 1 & 2 	<ul style="list-style-type: none"> • Revolutions (America and French) 3 & 4
	Christian Education	<ul style="list-style-type: none"> • Chapel Services 	<ul style="list-style-type: none"> • Ethics and Morality • Chapel Services 	<ul style="list-style-type: none"> • 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

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Year 10-12 Curriculum Guide

Learning Area		Year 10	Year 11	Year 12
The Arts	Art	<ul style="list-style-type: none"> • Photograph, Paint, Illustrate • Sculpture and Installation • Design and Innovate 	<ul style="list-style-type: none"> • Art 1 & 2 • Visual Communication Design (VCD) 1 & 2 	<ul style="list-style-type: none"> • Art 3 & 4 • Visual Communication Design (VCD) 3 & 4
	Drama	<ul style="list-style-type: none"> • Play Production • The Actor 		<ul style="list-style-type: none"> • *Drama 3 & 4 (2020) • *Theatre Studies 3 & 4 (2021)
	Music	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • *Music Performance 1 & 2 	<ul style="list-style-type: none"> • *Music Performance 3 & 4
Languages (full year studies)		<ul style="list-style-type: none"> • Chinese • French • Italian 	<ul style="list-style-type: none"> • French 1 & 2 • Italian 1 & 2 • Chinese (SL) 1 & 2 	<ul style="list-style-type: none"> • French 3 & 4 • Italian 3 & 4 • Chinese (SL) 3 & 4 • Chinese First Language 3 & 4
Health and Physical Education		<ul style="list-style-type: none"> • Physical Education • Cook, Create and Innovate • Exercise Science 	<ul style="list-style-type: none"> • Physical Recreation • Health and Human Development (HHD) 1 & 2 • Physical Education 1 & 2 	<ul style="list-style-type: none"> • *Health and Human Development (HHD) 3 & 4 • *Physical Education 3 & 4
Information and Communication Technology (ICT) and Design and Technology		<ul style="list-style-type: none"> • Creating New Worlds in Virtual Reality • VET Creative Digital Media (full year) 1 & 2 	<ul style="list-style-type: none"> • VET Creative Digital Media (1 & 2) 	<ul style="list-style-type: none"> • VET Creative Digital Media (3 & 4) (from 2020)

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.

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The VCE

Assessment Structure for VCE Studies – 2020

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

* A single grade is awarded

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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.

The VCAA will use the GAT scores as a basis for:

- Contributing to statistical moderation of school-based assessment results
- Checking the accuracy of external assessment marking
- Calculating a Derived Examination Score

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 House Mentor or Head of House 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**

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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.

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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 Head of VCE
- Provide appropriate documentation and evidence

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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 Head of VCE

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.

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**

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- prevented from sitting the examination at all

What the student must do –

- submit a timely request to the Head of VCE
- 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 Head of VCE 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.

VCAA Administrative Information

Full VCAA Administrative Information is available on the Strathcona VCE MyStrathcona site or direct VCAA link www.vcaa.vic.edu.au

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Accounting

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).

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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.

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Art

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.

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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.

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Biology

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: <ul style="list-style-type: none">• 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

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	<ul style="list-style-type: none"> • 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.

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Business Management

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Strategies to manage staff and business operations are also investigated by the students. During the unit students also develop an understanding of the complexity and challenges that are involved when managing a business. They also study contemporary business case studies which enable the opportunity to compare theoretical perspectives with current practice.

Area of Study 1	Business foundations
	This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.
Outcome 1	On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
Assessment Tasks	Students will discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills. The student's performance on each outcome is assessed using one or more of a case study, structured questions, an essay, a report or a media analysis.
Area of Study 2	Managing Employees
	Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. They consider Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory and Lawrence and Nohria's Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.
Outcome 2	On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.
Assessment Tasks	Explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees. The student's performance on each outcome is assessed using one or more of a case study, structured questions, an essay, a report or a media analysis. The student's performance on each outcome is assessed using one or more of a case study, structured questions, an essay, a report or a media analysis.
Area of Study 3	Operations Management
	The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations

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	management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.
Outcome 3	On completion of this unit the student should be able to analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.
Assessment Tasks	Analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations. The student's performance on each outcome is assessed using one or more of a case study, structured questions, an essay, a report or a media analysis.

Unit 4: Transforming a business

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

Area of Study 1	Reviewing performance – the need for change
	Students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.
Outcome 1	On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future
Assessment Tasks	Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. The student's performance on each outcome is assessed using one or more of the following: a case study, structured question, an essay, a report or a media analysis.
Area of Study 2	Implementing Change
Outcome 2	On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.
Assessment Tasks	Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. The student's performance on each outcome is assessed using one or more of the following: a case study, structured question, an essay, a report or a media analysis.

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

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Chemistry

Prerequisites for Units 3 & 4 Chemistry:

Students must study Units 1 & 2 Chemistry prior to taking Units 3 & 4 Chemistry.

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)

VCE Course Selection for Year 12 – 2020

Drama

This study will be offered in 2020.

Drama Units 3 & 4 and Theatre Studies Units 3 & 4 are offered in alternate years. For 2020 Drama will be offered and Theatre Studies will be offered in 2021. 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 Head of VCE and Head of Drama.

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: Ensemble Performance

Area of Study 1	Creating and presenting an ensemble performance
Outcome 1	Develop and present characters within a non-naturalistic ensemble performance.
Assessment Task	Presentation of characters within an ensemble performance.
Area of Study 2	Responding to an ensemble performance
Outcome 2	Analyse playmaking techniques used to construct and present ensemble works, including the work created for Outcome 1.
Assessment Task	A written report that analyses the development and performance of character/s from the ensemble work developed for Outcome 1.
Area of Study 3	Analysing a non-naturalistic performance
Outcome 3	Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.
Assessment Task	A written analysis and evaluation of a play selected from the Unit 3 playlist.

Unit 4: Solo Performance

Area of Study 1	Processes used to create a solo performance
Outcome 1	Create, develop and perform a short solo performance based on stimulus material, and evaluate the process.
Assessment Task	Presentation of a short solo performance based on stimulus material and A short written report that describes and analyses processes used at different stages to create the performance.
Area of Study 2	Creating a Solo Performance
Outcome 2	Create, develop and perform a solo work selected from the list of prescribed structures set by the VCAA.
Assessment Task	Performance examination.
Area of Study 3	Analysing a Solo Performance
Outcome 3	Describe, analyse and evaluate the creating, development and presentation of a solo performance.
Assessment Task	A written report that uses the language of drama to analyse and evaluate the solo performance developed in Outcome 2.

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

VCE Course Selection for Year 12 – 2020

Economics

Unit 3: Australia's economic prosperity

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. The unit also aims to develop an understanding of the macro economy and the importance of the international economy to Australia's economic prosperity.

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 12 – 2020

English/English as an Additional Language (EAL)

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.

VCE Course Selection for Year 12 – 2020

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 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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 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 12 – 2020

History

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.

VCE Course Selection for Year 12 – 2020

Languages

Chinese Second Language*, French and Italian

Notes:

All three languages have begun their transition to a new Study Design which comes into full effect in 2020. Next year, students who have just completed Units 1 & 2 under the new Study Design will complete Units 3 & 4 under this model.

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
<ul style="list-style-type: none">• Personal identity and lifestyles• Relationships• Aspirations, education and careers	<ul style="list-style-type: none">• The Chinese/Italian/French-speaking communities• Historical perspectives / Historical and contemporary people and events• Chinese/Italian/French cultural perspectives	<ul style="list-style-type: none">• 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.

VCE Course Selection for Year 12 – 2020

Unit 1

Area of Study	Outcomes The student should be able to:	Sample tasks
1. Interpersonal communication	<ul style="list-style-type: none"> exchange meaning in a spoken interaction in Chinese/French/Italian 	<ul style="list-style-type: none"> participate in a conversation/role play; give a talk to the class.
2. Interpretative communication	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> write a descriptive summary of a film, including a review; read an article and listen to an announcement to write instructions.
3. Presentational communication	<ul style="list-style-type: none"> present information and ideas in writing in Chinese/French/Italian on a selected topic 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> respond in writing in Chinese/French/Italian to spoken, written or visual texts presented in Chinese/French/Italian 	<ul style="list-style-type: none"> write a response to an email or blog; write a response to a radio announcement
5. Interpretative communication	<ul style="list-style-type: none"> analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese/French/Italian 	<ul style="list-style-type: none"> write a reflective article on a cultural difference between Italy/ China/ France and Australia.
6. Presentational communication	<ul style="list-style-type: none"> explain information and ideas orally in Chinese/French/Italian about an aspect of the culture of a country where the language is spoken 	<ul style="list-style-type: none"> 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.

VCE Course Selection for Year 12 – 2020

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	<ul style="list-style-type: none"> personal world lifestyles in Italy and Australia tourism and holidays social and contemporary issues 	<ul style="list-style-type: none"> lifestyles in China and various Chinese-speaking communities youth issues arts and entertainment technology 	<ul style="list-style-type: none"> lifestyles in Paris and various French-speaking communities historical figures social issues arts and entertainment
Unit 4	<ul style="list-style-type: none"> social and contemporary issues (the Detailed Study) environmental issues 	<ul style="list-style-type: none"> historical perspectives (the Detailed Study) personal values and opinions social issues 	<ul style="list-style-type: none"> 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	Participate in a spoken exchange in Chinese/French/Italian to resolve a personal issue.
Assessment Task	A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.
Outcome 2	Interpret information from texts and write responses in Chinese/French/Italian.
Assessment Task	Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
Outcome 3	Express ideas in a personal, informative or imaginative piece of writing in Chinese/French/Italian.
Assessment Task	An approximately 250-word personal, informative or imaginative piece of writing.

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

Outcomes and Assessments	
Outcome 1	Share information, ideas and opinions in a spoken exchange in Chinese/French/Italian.
Assessment Task	A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
Outcome 2	Analyse information from written, spoken and viewed texts for use in a written response in Chinese/French/Italian.
Assessment Task	An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.
Outcome 3	Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese/French/Italian.
Assessment Task	An approximately 300-word evaluative or persuasive piece of writing.

Assessment consists of:

* six school-assessed tasks covering listening, reading, viewing, speaking 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) and a two-hour written examination.

VCE Course Selection for Year 12 – 2020

Chinese First Language

In 2020, Strathcona will be offering eligible students of Chinese background the opportunity to enrol in VCE Chinese First Language. Students wishing to take this option will need to meet strict criteria established by the VCAA which will need to be discussed and approved prior to enrolment.

Topics

Self and others	Tradition and change in the Chinese-speaking communities	Global issues
<ul style="list-style-type: none"> personal world personal beliefs and ideals contributing to the community 	<ul style="list-style-type: none"> lifestyles arts and entertainment stories from the past 	<ul style="list-style-type: none"> Peace human rights in the world today the nature and future of work

Outcomes and Assessment Tasks for Unit 3

Outcome 1	Express ideas through the production of original texts.
Assessment Task	A 500-600 character imaginative written piece.
Outcome 2	Analyse and use information from spoken texts.
Assessment Task	A response to specific questions, or instructions, analysing and using information requested.
Outcome 3	Exchange information, opinions and experiences.
Assessment Task	A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

Outcomes and Assessment Tasks for Unit 4

Outcome 1	Analyse and use information from spoken texts.
Assessment Task	A response to specific questions, or instructions, analysing and using information requested.
Outcome 2	Respond critically to spoken and written texts which reflect aspects of language and culture
Assessment Task 1	A 500-600 character persuasive or evaluative written response, for example, report, essay, article or review
Assessment Task 2	A four- to five-minute interview on an issue related to texts studied.

Assessment consists of:

- six school-assessed tasks covering listening, reading, speaking 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 and worth 10%) and a two-hour written examination (worth 40%).

VCE Course Selection for Year 12 – 2020

Legal Studies

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

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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: <ol style="list-style-type: none"> 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.

VCE Course Selection for Year 12 – 2020

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: <ol style="list-style-type: none"> 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.

VCE Course Selection for Year 12 – 2020

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: <ol style="list-style-type: none"> 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.

VCE Course Selection for Year 12 – 2020

Music – Music Performance

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: <ul style="list-style-type: none"> • Oral • Multimedia • Written
Outcome 3 Music Language	A test that includes the following: <ul style="list-style-type: none"> • Aural and theory • Written • Practical components

School-assessed Coursework for Unit 3 contributes 20%

VCE Course Selection for Year 12 – 2020

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: <ul style="list-style-type: none">• 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%

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

Physics

Prerequisites for Units 3 & 4 Physics:

Students must study Units 1 & 2 Physics prior to taking Units 3 & 4 Physics.

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.

VCE Course Selection for Year 12 – 2020

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.	

VCE Course Selection for Year 12 – 2020

Psychology

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

VCE Course Selection for Year 12 – 2020

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

VCE Course Selection for Year 12 – 2020

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.

VCE Course Selection for Year 12 – 2020

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 builds on the skills developed in Units 1 & 2, with students producing three products throughout the year. These involves:

- image manipulation in Adobe Photoshop,
- brand development in Adobe Illustrator,
- animation and motion graphic design in Adobe Animate,
- webpage design in Adobe Dreamweaver, and,
- content creation.

Competencies

Competencies are nationally-benchmarked industry standards which are required to be successfully completed in Units 3 & 4. In 2019, these include:

BSBDES302	Explore and apply the creative design process to 2D forms
CUAANM301	Create 2D digital animations
CUADIG302	Author interactive sequences
CUADIG304	Create visual design components
CUAWRT301	Write content for a range of media

About this subject

This year-long subject has Scored Assessment in Units 3 & 4, resulting in a Study Score and contributing towards a student's ATAR. Students who successfully complete Units 1-4 will also receive CUA31015 Certificate III in Media, a nationally-recognised qualification. This subject is open to students in Years 11 and 12 who have first completed Units 1 & 2.

Assessment

This subject is assessed through three coursework tasks, worth 66 percent of the overall study score, and an end-of-year examination worth 34 percent of the overall study score.

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.

VCE Course Selection for Year 12 – 2020

Visual Communication Design (VCD)

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%.

VCE Course Selection for Year 12 – 2020

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

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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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Strathcona is a child safe school