



VCE COURSE OUTLINES 2019

The following pages contain STUDY SUMMARIES FOR VCE SUBJECTS

The study summaries have been developed in accordance with VCAA requirements.

A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Further information about VCAA and VCE studies can be found at www.vcaa.vic.edu.au

The study summaries are listed alphabetically

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Accounting

VCE Study Summary

Rationale

This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision making.

Structure

This study is made up of four units:

- Unit 1: Establishing and operating a service business
- Unit 2: Accounting for a trading business
- Unit 3: Recording and reporting for a trading business
- Unit 4: Control and analysis of business performance

All units focus on accounting and finance for sole-proprietor small business. It is expected that all students will be introduced to the use of information technology in accounting procedures in all units.

Unit 1

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering, recording, reporting and analysing financial data.

Unit 2

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use single entry recording system for the recording and reporting of cash and credit transactions. Financial and non-financial information will be used to evaluate the business' performance.

Unit 3 and Unit 4

Unit 3 and 4 designed to be taken as a sequence. While each has its particular application, both examine the underlying principles and professional practices of accounting, the managerial role of the accountant and likely future directions in accounting. Unit 3 introduces a double entry system for a trading firm using the accrual basis of accounting. Unit 4 focuses upon accounting management, and the uses of information to promote management effectiveness.

Assessment

Unit 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
2. Be able to identify, record, report and explain the financial data needed for the owner of a service business.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A range of tasks selected from:

- Using computer software and/or applications, such as spreadsheets, to record and analyse data
- Tests
- Assignments
- Folio of exercises
- Exam

Unit 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Be able to record and report financial data and information for a sole trader.
2. Be able to record and report financial data and information using ICT.
3. Be able to apply accounting skills to evaluate financial and non-financial information to make informed accounting decisions to improve business performance.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A range of tasks selected from:

- Using computer software and/or applications, such as spreadsheets, to record and analyse data
- Tests
- Assignments
- Folio of exercises
- Exam

Unit 3 and 4

School assessed coursework and end-of-year examination

Unit 3 school-assessed coursework: 25 per cent

Unit 4 school-assessed coursework: 25 per cent

Unit 3 & 4 examination: 50 per cent

Australian and Global Politics Units 1 and 2

VCE Study Summary

Rationale

VCE Australia and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues.

Structure

This study is made up of two units

Unit 1: The national citizen

Unit 2: The global citizen

Students may then choose to undertake Unit 3 and 4 studies in Australian Politics/Global Politics.

Unit 1

This unit aims to give students the ability to demonstrate an understanding of key political concepts and values that underpin the development and organization of nation states. Students will also learn to explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

Unit 2

The unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Demonstrate an understanding of key political concepts and values that underpin the development and organization of nation states.
2. Explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- An analysis of visual materials (for example, websites, posters, films, artwork)
- An oral presentation and written report
- An essay

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Describe key events that have shaped contemporary international relations and the ways in which states can exercise power and influence internationally.

2. Describe and analyse the extent to which the international community is cohesive and has the ability to manage conflict and instability.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- An oral or multimedia presentation on an international organization
- A media case study
- An extended written response to a contemporary example of international conflict

UNIT 3 & 4

The University High School offers 2 separate studies in Politics for Units 3 & 4. The studies offered comprise Australian Politics and Global Politics.

Australian Politics

Unit 3: Evaluating Australian democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation (such as the USA, India, Germany). Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholder and interests. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1: Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue.

In Area of Study 2, students consider contemporary Australian foreign policy. Students examine the major objectives and instruments of contemporary foreign policy and the key challenges facing contemporary Australian foreign policy.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system (using the print media and Internet).

Global Politics

Unit 3: Global Actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of 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.

For the purpose of this study, the term 'non-state actors' covers a range of global actors: altruistic non-governments organisations (NGO's), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

Unit 4: Global Challenges

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

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

Biology

VCE Study Summary

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position. VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Structure

The study consists of 4 units:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3 How do cells maintain life?

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

Unit 1: How do things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2 How is life continually maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic

conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 (How does reproduction maintain the continuity of life) and/or Area of Study 2 (How is inheritance explained?)

Unit 3 How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore 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 are explored for both the individual and the species.

A student 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 and 4, and is assessed in Unit 4, Outcome 3.

School Assessed Coursework

Units 1 and 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams.

Units 3 and 4

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 16 per cent
- Unit 4 School assessed coursework: 24 per cent

End of Year Examination: 60 per cent

Business Management

VCE Study Summary

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

The study is made up of four units:

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

Unit 1

On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation. In Outcome 2, the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. In addition, for Outcome 3 they should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2

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

Assessment for Units 1&2 is through School Assessed Coursework. It is based on the student obtaining a satisfactory performance from one or more of the following assessment tasks:

- A case study
- Structured questions
- An essay

- A report
- A media analysis.

Unit 3

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

Unit 4

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.

The Study Score for UNITS 3 and 4 is assessed using School assessed coursework and an end of year examination:

- Unit 3 school assessed coursework 25 percent
- Unit 4 school assessed coursework 25 percent
- Unit 3 and 4 examination 50 percent.

Chemistry

VCE Study Summary

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position. VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Structure

The study consists of 4 units:

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

Unit 2: What makes water such a unique chemical?

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

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

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 (How can knowledge of elements explain the properties of matter?) and/or Area of Study 2 (How can the versatility of non-metals be explained?).

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units,

formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 (How do substances interact with water?) and/or Area of Study 2 (How are substances in water measured and analysed?).

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

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

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

School Assessed Coursework

Units 1 and 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams.

Units 3 and 4

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 16%
- Unit 4 School assessed coursework: 24%

End of Year Examination: 60%

Classical Studies

VCE Study Summary

Rationale

VCE Classical Studies explores the archaeology, literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

Classical societies have exerted a powerful influence on Western civilisation. These ancient worlds are both familiar and strange. Reflections of ourselves can be seen in the myth of Troy, the Olympic Games, the drama festivals of ancient Greece and the struggles in the Roman senate. Classical Studies also reveals other ways of being. Many of the values reflected in classical works differ from our own. Their spirit of inquiry creates rich opportunities to learn about the past and provide a window on the present.

VCE Classical Studies is a multidisciplinary study. Students develop skills in textual and art analysis, constructing arguments, challenging assumptions and thinking creatively. These skills are valuable for further study and work as they are readily transferable across a range of disciplines.

Structure

The study is made up of four units:

Unit 1: Mythical worlds

Unit 2: Classical imaginations

Units 3 and 4: Classical worlds

Unit 1: Mythical worlds

This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society. As archaeological methods developed over time, sites such as Troy and Knossos were explored by pioneers of archaeology for evidence to explain the possible historical basis of particular myths. Myths were commonly represented in a range of forms including epic, sculpture, tragedy, vase and wall painting and mosaics. They were transmitted through festivals, religious rituals, art and architecture.

Unit 2: Classical imaginations

This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity.

The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

Units 3 and 4: Classical worlds

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Explain the nature of myths and legends in classical societies and cultures.
2. Explain the importance of archaeology in establishing the possible historical basis of myths and legends.
3. Recognise and discuss the function and significance of myths and legends in classical societies and Western tradition.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

Outcome 1: - Visual Analysis and Oral Presentation

- Test

Outcome 2: - Research Project: Archaeological Case Study

Outcome 3: - Presentation and Written Report

- Passage Analysis
- Exam

Assessment

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Analyse the ways in which at least two forms of cultural expressions present aspects of classical Roman society. Demonstrate the ability to research their conventions, and detail and evaluate their features, techniques and aesthetic qualities.
2. Explain the relationship between a classical literary or artistic work and a work from a later period. Demonstrate understanding of the socio-historical context of each work.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

Outcome 1: - Oral Presentation

- Historical Essay
- Literary Essay
- Exam

Outcome 2: - Research Essay

Units 3 and 4

In VCE Classical Studies the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Drama:

VCE Study Summary

Rationale:

VCE Drama connects students to the traditions of drama practice and, through the processes of devising, performing and analysing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

Structure

The study of Drama is made up of four units. However, Units 1 and 2 are not prerequisites for Units 3 and 4.

Unit 1: Introducing performance styles

Unit 2: Australian identity

Unit 3: Devised ensemble performance

Unit 4: Devised solo performance

Unit 1: Introducing Performance Styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories.

Unit 2: Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills,

performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- A folio documenting student's own performance development
- A solo or ensemble devised performance
- Analytical exercises on the development and presentation of student's own performance
- Analytical exercises responding to a professional production

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- A folio documenting student's own performance development
- A solo or ensemble devised performance
- Analytical exercises on the development and presentation of their performance
- Analytical exercises responding to a professional production

Unit 3 and 4

School assessed tasks, school assessed coursework and end of year examination

- School Assessed Coursework Unit 3: 30 per cent
- School Assessed Coursework Unit 4: 10 per cent
- End of year performance exam (solo performance) Unit 4: 35 per cent
- End of year written examination Unit 4: 25 per cent

UNIT 3

Outcomes

To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

School Assessed Coursework

Demonstrated achievement is based upon the student's performance in the following assessment tasks:

- A devised ensemble performance
- Analytical exercises on the development and presentation of student's own performance
- Analytical exercises responding to a professional production

UNIT 4

Outcomes

To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.

- Demonstrating technique of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

School Assessed Coursework

Demonstrated achievement is based upon the student's performance in the following assessment tasks:

- A mini-solo performance
- Analytical exercises on the development and presentation of their mini-solo
- Analytical exercises on the development and presentation of their solo
- Presentation of student's own devised non-naturalistic solo performance

Economics

VCE Study Summary

Rationale

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Year 11 Economics equips students with a unique set of concepts, ideas and tools to help them understand what is happening in an Economic sense in the world. **It is an exciting subject with real world application on a day to day basis!** The subject helps students become more informed citizens, consumers, workers, voters, producers, savers and investors. Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use economic reasoning to solve economic problems, which assists them in understanding the economy, society and the economics of the environment – sustainable economic growth!

Structure

The study is made up of four units

- Unit 1: Economics: choices and consequences
- Unit 2: Economic change: issues and challenges
- Unit 3: Economic activity
- Unit 4: Economic management.

Unit 1

The focus of this unit is the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens. Concepts covered include economic growth and sustainable development and one contemporary economic issue relevant in this year. Examples of issues covered would be environmental economics and growth in the Australian economy, environmental economics and full employment, carbon trading and price stability.

Unit 2

The focus of this unit is on factors that influence Australia's population and labour markets and how these factors affect living standards. Students will examine the nature of two contemporary global economic issues. The unit is designed so that this section of the course is totally up to date to current economic developments in the world. eg. in 2010/2011 these issues could be the Global Financial Crisis and the economics of the environment (including an analysis of carbon trading), Australia's interaction with its major global trading partners.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Explain the role of markets in the Australian economy, how the markets operate to meet the needs and wants of its citizens and apply economic decision making to current economic problems.
2. Describe the nature of economic growth and sustainable development and one other contemporary economic issue; explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards.

School Assessed Coursework

Demonstrated achievement is based on any of the following:

- Analysis of written, visual and statistical evidence
- Problem solving tasks
- Report of an investigation
- Case study
- A debate
- Essay

- Tests

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Describe the factors that influence Australia's population and labour markets and analyse how changes in these areas may impact upon living standards.
2. Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers and evaluate the impact of the issues on living standards.

School Assessed Coursework

Demonstrated achievement is based on any of the following.

- Analysis of written, visual and statistical evidence
- Problem solving tasks
- Report of an investigation
- Case study
- A debate
- Essay
- Tests

UNITS 3 and 4

School assessed coursework and an end of year examination.

Unit 3 school assessed coursework: 25 percent

Unit 4 school assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

Unit 3

Students should be able to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia. The student should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

Unit 4

Students should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia. The student should be able to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia and analyse the current government policy mix.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance from one or more of the following assessment tasks:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem solving tasks
- a folio of annotated media commentaries using print or electronic materials
- a report of an investigation
- case studies
- a debate
- an essay
- a presentation (oral, multimedia, visual)
- a web page

- economic simulation activities
- a test

English

VCE Study Summary

Rationale

The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills dealt with in this subject underpins effective functioning in the contexts of study and work, as well as productive participation in a democratic society in the Twenty-First Century.

Structure

The study is made up of 4 units.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

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

Unit 3 (New Course 2017)

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4 (New Course 2017)

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment: English

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

Outcome 1: Produce analytical and creative responses to texts.

Outcome 2: Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

*A minimum of three texts will be studied over units one and two.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

1. Analytical responses to text and creative responses to text.
 2. Analytical responses to persuasive texts and production of texts to position an audience
- *There will be a mid-year exam, which will be a factor in the assessment of outcomes one and two.

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

Outcome 1: Compare the presentation of ideas, issues and themes in two texts.

Outcome 2: Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text, which presents a point of view.

*A minimum of three texts will be studied over units one and two.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

1. Comparative, analytical responses to two texts.
2. Participation in and leadership of discussion groups; analytical responses to persuasive texts and production of texts to position an audience

*There will be a final exam, which will be a factor in the assessment of outcomes one and two.

UNIT 3

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

Outcome 1: In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts and present sustained creative responses to selected texts

Outcome 2: In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

1. An analytical interpretation of a selected text in written form **and** a creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
2. An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue.

UNIT 4

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

Outcome 1: In this area of study students explore the meaningful connections between two texts. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

Outcome 2: In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

1. A detailed comparison in written form of how two selected texts present ideas, issues and themes.
2. A point of view presented in oral form using sound argument and persuasive language **and** A

written statement of intention to accompany the student's own oral presentation.

Units 3 and 4

School assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed task: 25 per cent
- End of year examination: 50 per cent

English as an Alternative Language

VCE Study Summary

Rationale

The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills dealt with in this subject underpins effective functioning in the contexts of study and work, as well as productive participation in a democratic society in the twenty-first century.

Structure

The study is made up of 4 units.

Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context and the ability to explore choices they have made as authors.

Unit 4

The focus on this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Assessment: English as an Alternative Language

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

1. Identify and discuss key aspects of a set text, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

A minimum of three texts will be studied over units one and two.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

3. Journal entries, analytical responses to text, creative responses to text, reviews.
4. A specified range of writing tasks in response to set texts.
5. Participation in discussion groups, leadership of discussion groups; oral presentations.

There will be a mid-year exam which will be a factor in the assessment of outcomes one and three.

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

A minimum of three texts will be studied over units one and two.

School Assessed Coursework

Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:

3. Journal entries, analytical and creative responses to texts, reviews.
4. A specified range of writing tasks in response to set texts.
5. Participation in and leadership of discussion groups; oral presentations.

There will be a final exam which will be a factor in the assessment of outcomes two and three.

Units 3 and 4

School assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed task: 25 per cent
- End of year examination: 50 per cent

English Language

VCE Study Summary

Rationale

In this study, students read widely to develop their analytical skills and understanding of linguistics. Students study a range of texts, including publications and public commentary about language in print and multimodal form. They also observe and discuss contemporary language in use, as well as consider a range of written and spoken **texts**.

Unit 1: Language and communication

Students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. They also investigate children's acquisition of language.

Unit 2: Language change

Students consider factors contributing to change over time in the English language. They also explore factors contributing to the spread of English around the world and the impact this has had on the language itself.

Unit 3: Language variation and social purpose

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how we communicate information, ideas, attitudes, prejudices and ideological stances in both the written and spoken modes. Students also consider how texts are influenced by the situational and cultural contexts in which they occur.

Unit 4: Language variation and identity

Students focus on the role of language in establishing and challenging different identities. They examine the many varieties of English used in contemporary Australian society, including Standard Australian English and other non-Standard varieties. They explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us.

UNIT 1

Outcomes

To receive a satisfactory completion for this unit, the student needs to demonstrate achievement in the following set of outcomes.

1. Identify and describe primary aspects of the nature and functions of human language.
2. Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

A textbook will be used over Units 1 and 2. Students will also be required to research using the internet and other media texts.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.

- Short-answer questions
- An analytical commentary
- An investigative report

There will be a mid-year examination, which will be a factor in the assessment of the outcomes.

UNIT 2

Outcomes

To receive a satisfactory completion for this unit, the students need to demonstrate achievement in the following set of outcomes.

1. Describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

A textbook will be used over Units 1 and 2. Students will also be required to research using the internet and other media texts.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.

- Short answer questions
- A written analysis of a text
- An essay

There will be a final examination, which will be a factor in the assessment of the outcomes.

UNIT 3

Outcomes

To receive a satisfactory completion for this unit, the student needs to demonstrate achievement in the following set of outcomes.

1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.

- Short answer questions regarding the features and nature of both informal and formal texts, both written and spoken
- An analytical commentary examining the social purpose, register, situational context, stylistic and discourse features of both informal and formal texts, both written and spoken
- An essay

UNIT 4

Outcomes

To receive a satisfactory completion for this unit, the student needs to demonstrate achievement in the following set of outcomes.

1. Investigate and analyse varieties of Australian English and attitudes towards them.
2. Analyse how people's choices of language reflect and construct their identities.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.

- short answer questions regarding varieties of Australian English
- an essay regarding society's attitudes towards varieties of Australian English
- an essay regarding society's attitudes towards the way language reflects and constructs identities

In Units 3 and 4, there are eight internally assessed tasks and a two-hour examination.

Environmental Science

VCE Study Summary

Rationale

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

Structure

The study consists of 4 units:

Unit 1: How are Earth's systems connected?

Unit 2: How can pollution be managed?

Unit 3: How can biodiversity and development be sustained?

Unit 4: How can the impacts of human energy use be reduced?

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. Life on Earth is dependent on four major inputs: energy, nutrients, air and water. In this area of study students examine the processes and interactions occurring within and between Earth's four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life. They examine the outputs of processes and interactions occurring within and between the four systems, and distinguish between outputs that can be reused as inputs and those that require treatment as wastes.

A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 (How is life sustained on Earth?) and/or Area of Study 2 (How is Earth a dynamic system?).

Unit 2

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Pollutants can be produced through natural and human activities and can generate adverse effects for living and nonliving things when released into ecosystems. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national

and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change. The investigation draws on content from Area of Study 1 (When does pollution become a hazard?) and/or Area of Study 2 (What makes pollution management so complex?).

Unit 3

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere. Australia is one of seventeen countries described as being 'mega diverse' in terms of its terrestrial and marine life. Although this group of countries accounts for 10 percent of the global surface, they contain more than 70 per cent of the biodiversity on the planet.

Unit 4

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.

A student practical investigation related to biodiversity or energy use from an environmental management perspective is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Unit 1 and Unit 2 School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the completion of a selection of tasks including :

- fieldwork and reports
- oral presentations
- practical activities
- practical reports
- reports in multimedia and/or poster format
- tests
- unit examination

Units 3 and 4

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 20 per cent
- Unit 4 School assessed coursework: 30 per cent

End of Year Examination: 50 per cent

French

VCE Study Summary

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organizations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

VCE study design 2019-2023

The French VCE study design will change in 2019.

- Incoming Unit 1 and 2 students will begin the new study design.
- Incoming Unit 3 and 4 students will continue with the current study design.

The Unit 1 and 2 information in this booklet refers to the new study design beginning in 2019

The Unit 3 and 4 information in this booklet refers to the current study design

Structure

The French course is divided into prescribed themes and topics across all units (see table below)

The prescribed themes and topics are as follows:

The Individual	The French-speaking communities	The world around us
Personal identity and lifestyles For example, personal opinions and values, adolescence, generational differences, leisure, gender issues	The francophone world For example, living in France and francophone countries, traditions and regional life, visiting France	Global and contemporary society For example, migration, the European Union's global influence, effects of humans on nature,
Relationships: For example, family and friends, school relationships, work relationships, pets, relationships through social media.	Historical Perspectives: For example, important historical events, colonial France, significant historical figures.	Communication and media For example, the internet, advertising, social media, newspapers, TV, radio, cinema
Aspirations, education and careers orward looking to the future, hopes and concerns, challenges and goals, exchanges and gap years, tertiary options, casual work,	French cultural perspectives For example, fashion, cinema, architecture, arts, gastronomy, music, tourism, literature, theatre.	Technology and science For example, research, manufacturing, advances and innovations, the impact of technology and science on society,

UNIT 1

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes

There are THREE areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. On completion of this unit the student should be able to exchange meaning in a spoken interaction in French.
2. On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.
3. On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

Outcome 1

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

Outcome 2

- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

Outcome 3

- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes.

There are THREE areas of Study

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Respond in writing in French to spoken, written or visual texts presented in French.
2. Analyze and use information from written, spoken or visual texts to produce an extended written response in French.
3. Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

School Assessed Course Work:

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

Outcome 1

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of French-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society

Outcome 3

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a presentation

Units 3 and 4

School assessed tasks and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent

The three outcomes for Unit 3 are:

- Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

A 250 word personal or imaginative written piece

- Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

A response to specific questions, extracting and using information as requested.

- Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

A 3 – 4 minutes role play focusing on the resolution of an issue.

- Unit 4 school-assessed coursework: 25 per cent

The two outcomes for Unit 4 are:

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Analyse and use information from written texts. This a response to specific questions, extracting and using information as requested.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities.

There are two components to this:

A 250 – 300 word persuasive, information or evaluative written response and a 3 – 4 minutes interview on an issue related to texts studied.

- End of year oral and written examination: 50 per cent
- oral component 12.5 per cent
- written component 37.5 per cent

Geography

VCE Study Summary

Rationale

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretive and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

Structure

The study is made up of four units:

Unit 1: Hazards and disasters

Unit 2: Tourism

Unit 3: Changing the land

Unit 4: Human population – trends and issues

Unit 1

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Unit 2

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Unit 3

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Unit 4

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Describe the geographic characteristics of at least two natural environments and explain why they are developed by natural processes, including extreme natural events.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Field work
- Practical exercises
- Research report
- Oral presentations
- Tests

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Field work
- Practical exercises
- Research report
- Oral presentations
- Tests

Units 3 and 4: School-assessed coursework and examinations

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

German

COURSE OUTLINE GERMAN UNITS ONE AND TWO 2019

INTRODUCTION

VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

PRESCRIBED THEMES AND TOPICS

There are three prescribed themes for study in VCE German:

- The individual
- The German-speaking communities
- The world around us

UNIT ONE

INTRODUCTION

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from prescribed themes which include:

- personal identity and lifestyles, relationships, aspirations, education and careers, cultural heritage, global and contemporary society, communication and media, the influence of science and technology.

ASSESSMENT OUTCOMES

There are three areas of study in unit one. Each area of study has one outcome.

	Interpersonal communication	Interpretive communication	Presentational communication
Outcome	Participate in a conversation, Interview / Role-Play	Write a descriptive summary of a film	Written presentation
Outcome	Give a talk to the class	Listen to a conversation and view a map to write directions	Write an imaginative children's story
Outcome		Read an article and listen to an announcement	

UNIT TWO

INTRODUCTION

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from a list of prescribed themes. These themes may include:

- personal identify and lifestyle, relationships, aspirations, education and careers, global contemporary society, communication and media, the influence of science and technology.

ASSESSMENT OUTCOMES

There are three areas of study in unit two. Each area of study has one outcome.

Areas of Study

	Interpersonal communication	Interpretive communication	Presentational communication
Outcome	Write a personal answer to an email	Write a reflective article on a cultural insight, such as the attitudes of German-speaking people in Australia and elsewhere to traditional customs	Narrate a life story, event or incident that highlights an aspect of culture
Outcome	Write an informative blog in response to texts	Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media	Tell the class a personal or reflective story about a cultural event
Outcome	Respond in a written letter to a radio announcement or editorial.		Present and explain an aspect of culture, referring to a portfolio or a presentation.

Units 3 and 4

School assessed tasks and an end-of-year examination:

Unit 3 school-assessed coursework: 25 per cent

The three outcomes for Unit 3 are:

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

A 250 word personal or imaginative written piece

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.
A response to specific questions, extracting and using information as requested.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.
A 3 – 4 minutes role play focusing on the resolution of an issue.

Unit 4 school-assessed coursework: 25 per cent

The two outcomes for Unit 4 are:

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.
Analyse and use information from written texts. This a response to specific questions, extracting and using information as requested.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of German-speaking communities.

There are two components to this:

A 250 – 300 word persuasive, information or evaluative written response and a 3 – 4 minutes interview on an issue related to texts studied.

- End of year oral and written examination: 50 per cent
- oral component 12.5 per cent
- written component 37.5 per cent

Health and Human Development

VCE Study Summary

Rationale

The study of 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.
- VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Entry

Units 1 & 2: are available to Year 10 and 11 students. **Units 3 & 4:** are available to Year 11 and 12 students.

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human dev. in a global context

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students consider wellbeing to be an implicit element of health.

On completion of this unit the student should be able to:

Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to

adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

On completion of this unit the student should be able to:

Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Unit 3: Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

On completion of this unit the student should 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.

Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

On completion of this unit the student should 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.

Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

School Assessed Coursework

Achievement in each of the outcomes must be demonstrated in a selection of assessment tasks, including from:

- A short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- Oral presentation, such as a debate or a podcast
- A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- Structured questions, including data analysis.

Units 3 and 4

Percentage contributions to the study score in VCE Health and Human Development are as follows:

Unit 3 School-assessed Coursework:	25 per cent
Unit 4 School-assessed Coursework:	25 per cent
End-of-year examination:	50 per cent

History

VCE Study Summary

Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Unit 1: Twentieth century history

1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented

such a complete departure from the past and heralded changes that were to have an impact for decades to come. This area of study looks at the emergence of new political ideas in the first half of the 20th Century and the conflicts that developed as a result of the establishment of these ideas. Students will also survey change in society, artistic and cultural movements and patterns of social life.

Unit 2: Twentieth century history

1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The competing ideologies of democracy and communism will be studied as part of the post 1945 world, as well as the globalisation of old conflicts and the rise of terrorism, and challenges to existing values and traditions, such as the Civil Rights movement in the U.S.A., and / or feminism and the environmental movement post-WWII.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Analytical exercise. Essays, Short Reports

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

2. Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Analytical Exercises . Essays . Short Reports

UNITS 3 and 4: Revolutions

The University High School offers the Study of the History of Revolutions for Unit 3 and 4.

Revolutions

In this study two revolutions will be looked at in detail. Students study the origins of both the Chinese and Russian Revolutions.

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Assessment

UNIT 3

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Analytical exercises . Essays . Short Reports . Document and source analysis

UNIT 4

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Analytical Exercises

- Essays
- Short Reports
- Document and source analysis

Information Technology: Computing

VCE Study Summary

Scope of study

Information Technology is now known as **Computing**. VCE Computing focuses on the application of a problem solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital

systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge.

An important component of the study is the opportunity for students to develop social capital, that is, the shared

understanding in social networks that enable cooperation and a cooperative approach to problem solving.

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network.

Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

Rationale

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems,

business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Structure

The study is made up of six units of which we will offer the following four:

Unit 1: Computing

Unit 2: Computing

Unit 3: Informatics

Unit 4: Informatics

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. (See the Study Design for full details.)

Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue,

practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of

Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to

protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills

support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their

computational thinking skills when using a programming or scripting language to create solutions. They engage in

the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a

sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment

UNIT 1

Outcomes

To achieve a satisfactory completion for this Unit the student must demonstrate achievement in each of the following three outcomes. On completion of each outcome the student should be able to:

1. acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
2. design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
3. design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.

UNIT 2

Outcomes

To achieve a satisfactory completion for this Unit the student must demonstrate achievement in each of the following three outcomes. On completion of each outcome the student should be able to:

1. design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
2. apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs.
3. apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

School Assessed Coursework Unit 1 & 2

For each unit students are required to demonstrate three outcomes. Suitable tasks for assessment in each unit may be selected from the following:

- using digital systems and techniques, create a solution in response to a need
- visual presentations
- oral presentations
- written reports.

Units 3 and 4: Informatics

Unit 3

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4 .

Unit 4:

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment

Unit 3

Outcome 1

On completion of this outcome the student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

Outcome 2

On completion of this outcome the student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

Unit 4

Outcome 1

On completion of this outcome the student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

Outcome 2

On completion of this outcome the student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are school based.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Informatics students' level of achievement will be determined by School-assessed coursework and an end-of-year examination.

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

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent

- **End-of-year examination: 50 per cent**

Latin

VCE Study Summary

Rationale

The study of Latin is a key to the literature, history and culture of the Graeco-Roman world. Students learn to discuss and interpret passages from surviving literature, working from the original texts and engaging in historical, cultural and social enquiry in order to acquire a knowledge and appreciation of ancient life and culture. Students study the works of numerous Classical Latin writers in various genres, such as epic and lyrical poetry, drama and prose, including both historical and philosophical writing. The study of Latin improves English communication skills, both oral and written, as well as developing a keener sense of the logical and rational thinking inherent in much classical Latin writing.

Structure

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. On completion of this unit, the student should be able to manipulate basic accidence and syntax in Latin sentences.
2. On completion of this unit, the student should be able to understand the content of a seen passage of Latin accurately.
3. On completion of this unit, the student should be able to read a passage of Latin aloud with correct rules of pronunciation.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

1. Responses to sentences requiring changes to accidence and syntax **or** Translation of sentences from English to Latin.
2. Translation of a seen passage with a focus on accuracy **and** responses to content questions on a seen Latin passage.
3. Reading aloud of a passage of Latin.

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. On completion of this unit, the student should be able to identify and explain syntax and accidence of words from a seen passage presented in context.
2. On completion of this unit, the student should be able to identify main ideas and specific details of content in an unseen passage.
3. On completion of this unit, the student should be able to demonstrate understanding of the use and purpose of scansion in Latin poetry.
1. On completion of this unit, the student should be able to translate a seen passage with attention to fluency and accuracy.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

1. Identification and explanation of words which exemplify forms of accidence and syntax in a seen passage **or** Composition of original sentences based on models from a seen passage.
2. A written English summary of a passage from an unseen text **or** Responses to questions on a passage from an unseen text.
3. Written scansion of a passage of Latin poetry **or** Reading aloud of Latin poetry with attention to metre.
4. Translation of a seen passage with attention to fluency and accuracy.

Units 3 and 4

In Latin the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 4 examination: 50 per cent

Texts are prescribed by VCAA each year.

Legal Studies

VCE Study Summary

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Structure

The study is made up of four units:

Unit 1: Guilt and liability

Unit 2: Sanctions, remedies and rights

Unit 3: Rights and justice

Unit 4: The people and the law

Unit 1

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Unit 3

In this unit students examine the methods and institutions in the justice system. 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.

Unit 4

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.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

On completion of this unit the student should be able to:

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

School Assessed Coursework

Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent

Unit 3 and 4 examination: 50 percent

Literature

VCE Study Summary

Rationale

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

Structure

The study is made up of 4 units.

Unit 1 (2016 -2020)

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2 (2016 -2020)

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 3 (2017 – 2020)

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.

Unit 4 (2017 -2020)

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 purposes 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.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

1. Respond personally to a range of texts; reflect on critical theory and critical commentary of these texts and how they affect our responses.
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society

School Assessed Coursework

Demonstrated achievement is based on the student obtaining a satisfactory performance in the following assessment tasks. One task will be an oral presentation

1. Journal entries: personal responses, responses to critical commentary.
2. Analytical and creative responses, discussions, essays.

* There will be a mid-year exam which will be a factor in the assessment of Unit 1 Outcomes.

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.

1. Analyse and respond critically and creatively to the ways a text from a past era or a different culture reflect the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the interactions between them and how they influence one another

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

1. Students should be able to analyse and respond to the way past and/or culture affects the views and values of the text through close analysis
2. An extended comparative essay

There will be a final exam, which will be a factor in the assessment of Unit 2 Outcomes.

Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
 - Unit 3 and 4 examination: 50 percent.

Mathematics

VCE Study Summary

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics

in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Structure

The study is made up of the following units:

- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

Key to Options	GM	General Maths	FM	Further Mathematics
	MM	Mathematical Methods	SM	Specialist Mathematics

POSSIBLE COURSES

Below are a number of possible sequences for students to consider.

Course	No. Units	Unit 1	Unit 2	Unit 3	Unit 4
A	2	GM	GM		
B1	4	GM	GM	FM	FM
B2	4	MM	MM	MM	MM
C	6	SM	SM		
		MM	MM	MM	MM
D	8	SM	SM	SM	SM
		MM	MM	MM	MM

General Mathematics Units 1 and 2

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, an applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 1 and 2

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods. Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Further Mathematics Units 3 and 4

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2.

Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However students attempting Mathematical Methods, in particular, ARE EXPECTED to have a sound background in algebra, functions and probability, areas which are covered in Year 10 Mainstream and Applications.

The Mathematics faculty would ask that students who plan to study enrol in Mathematical Methods 1, 2, 3 and 4 over the two years also consider enrolling in Specialist Mathematics 1 and 2 as well – especially if there is room in their plans. Although this is not compulsory it is widely accepted that students with this double enrolment in Year 11 perform better in Year 12 than if they only complete Mathematical Methods 1 and 2. Enrolment in Specialist Mathematics Units 3 and 4 assumes a successful completion of Specialist Mathematics 1 and 2 and a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

Assessment

Units 1 and 2

School Assessed Coursework

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams.

Units 3 and 4

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examinations as follows:

Further Mathematics

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (1): 33 per cent
- Unit 3 and 4 examination (2): 33 per cent

Mathematical Methods

- Unit 3 school-assessed coursework: 17 per cent
- Unit 4 school-assessed coursework: 17 per cent
- Unit 3 and 4 examination (1): 22 per cent
- Unit 3 and 4 examination (2): 44 per cent

Specialist Mathematics

- Unit 3 school-assessed coursework: 17 per cent
- Unit 4 school-assessed coursework: 17 per cent
- Unit 3 and 4 examination (1): 22 per cent
- Unit 3 and 4 examination (2): 44 per cent

Media

VCE Study Summary

Rationale

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media.

Aims:

This study enables students to:

- Investigate and analyse their own and others' experiences in media in the context of the relationship between audiences, the media, media products and society.
- Analyse media products to understand how meaning is constructed and to develop an understanding of the range of meanings carried by media texts.
- Develop an understanding of production processes involved in the construction of media products through practical and theoretical applications.
- Develop an understanding of the roles, structure and industrial context of media forms.
- Develop a capacity to evaluate media policies, issues and possibilities within Australian society.
- Evaluate the creative and cultural impact of new media forms and technologies.
- Develop and refine skills in the areas of production and critical analysis to express their ideas through media forms and gain self-confidence and communication skills through that expression.
- Understand the relationship between media products, their production context and the audiences that consume them.

Structure:

The study is made up of four units:

Unit 1: Representation and technologies of representation

Unit 2: Media production and the media industry

Unit 3: Narrative and media production design

Unit 4: Media: process, influence and society's values

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Levels of achievement

Unit 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority (VCAA). Schools may choose to report levels of achievement using grades, descriptive statements and other indicators.

UNIT 3:

- **Outcome 1 – Narrative (6%):**
 - Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.

- Texts: *Two Hands* and *Animal Kingdom*
 - SAC: Written responses to exam questions under exam conditions (90 minutes)
- **Outcome 2 – Production Exercises (apx. 5%):**
 - Use a range of technical equipment, applications, and media processes, and evaluate the capacity of these to present ideas, achieve effects, and explore the aesthetic qualities in media forms.
 - **Outcome 3 – Media Production Design Plan (apx. 15%):**
 - Prepare and document a media production design plan (i.e. production folio) in a selected media form for a specified audience.

UNIT 4:

- **Outcome 1 – Media Process & Product (apx. 17%) (SAT total: 37%):**
 - Produce a media product for an identified audience from the media production design plan.
- **Outcome 2 – Media Texts & Society’s Values (6%):**
 - Discuss and analyse the construction, distribution, and interpretation of society’s values as represented in media texts.
 - Texts: *Aliens*, *Working Girl*, and *Wall Street*
 - SAC: Written responses to exam questions under exam conditions (90 minutes)
- **Outcome 3 – Media Influence (6%):**
 - Analyse and present arguments about the nature and extent of media influence.
 - SAC: Written responses to exam questions under exam conditions (90 minutes)
- **Practice Exam:** Term 3, Week 10
- **Exam (45%):** Mid-Nov
 - Section A: Narrative
 - Section B: Media Texts & Society’s Values
 - Section C: Media Influence

Music Performance

VCE Study Summary

Rationale

This study prepares students to present convincing performances of group and solo works representing a range of styles and diversity of character. They develop instrumental techniques, and an understanding of performance techniques. They also develop skills in aural comprehension, transcription, theory and analysis.

Structure

This study is made up of four Units.

Unit 1

The focus for this unit is on solo and ensemble performance, performance technique and musicianship.

Unit 2

In this unit, students continue to develop skills in solo and ensemble performance as well as musicianship skills. Students also create an original composition or improvisation.

Units 3 and 4

These units focus on the preparation and presentation of performances in both solo and ensemble contexts, demonstrating an understanding of interpretation and conventional musical practice and presentation. Music technique and unprepared performance skills are developed and studies in musicianship and analysis are undertaken.

Assessment

Unit 1

To receive a satisfactory completion for Unit 1, the student needs to demonstrate achievement in the following set of Outcomes.

1. Performance of works including solo and ensemble work with accompaniment as appropriate.
2. Demonstrate technical work and exercises. Explain how technical work supports the student's development as an instrumentalist.
3. Aural, written and practical tasks.

Unit 2

To receive a satisfactory completion for Unit 2, the student needs to demonstrate achievement in the following set of Outcomes.

1. Performance of works including solo and ensemble work with accompaniment as appropriate.
2. Demonstrate technical work and exercises. Explain how technical work supports the student's development as an instrumentalist.
3. Aural, written and practical tasks.
4. Composition and/or improvisation exercises.

Unit 3 and 4.

To receive a satisfactory completion for the Units 3 and 4, the student needs to demonstrate achievement in the following set of Outcomes.

1. Performance of a program of works of solo and ensemble works with accompaniment as appropriate.
2. Demonstrate performance technique, technical work and exercises and discuss their relevance to the performance of a solo/ensemble program.
3. Musicianship. Aural and theoretical exercises as well as analysis of interpretation of expressive elements in pre-recorded Australian music post 1910.

Units 3 and 4.

School assessed coursework and end of year examinations.

- Unit 3 Outcome 2 school-assessed coursework : 10 per cent
- Unit 3 Outcome 3 school assessed coursework: 10 per cent
- Unit 4 Outcome 2 school - assessed coursework : 10 per cent
- Unit 4 End of Year Performance Recital : 50 percent
- Unit 4 End of Year Written examination: 20 percent

Music Style and Composition

VCE Study Summary

Rationale

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions, involves aural and visual analysis and consideration of the organisations and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Aims:

Music Style and Composition is designed to enable students to:

- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on ways in which elements of music are treated and compositional devices are used to elicit responses.
- Undertake focused aural and /or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Investigation of the context from which the works have emerged and study of the ways composers/creators may have developed music ideas within the work, deepens their understanding of ways in which sound can be organised in music.
- Create their own music.

Structure

The study is made up of 4 units.

Unit 1

In Music Style and Composition Unit 1, students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

Unit 2

In Music Style and Composition Unit 2, students extend their understanding of the diverse practices of music through a study of music created for works in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

Unit 3

In Music Style and Composition Unit 3, students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge to make critical responses to music excerpts, study the music characteristics and style of music works and compose brief creative exercises.

Unit 4

In Music Style and Composition Unit 4 students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the way composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They formulate and present critical responses to music excerpts and study music created since 1950, and develop understanding of the role that context has played

in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

Assessment:

Satisfactory completion requires achievement of three outcomes in the areas of:

Unit 1:

1. Analyse and identify characteristics of music and describe personal responses.
2. Identify and describe the features of the music selected for the focussed study.
3. Composition and/or arrangement of music and explain the processes used.

Unit 2:

1. Analyse ways musical elements and compositional techniques are used to create effects.
2. Describe the features of the music in two works that combine musical and non-musical features, and discuss the context and processes used to create the music.
3. Composition and/or arrangement of music that combines with on-musical features, and explain the processes used.

Unit 3:

1. Aurally analyse music and make critical responses.
2. Analyse and describe the use of musical elements and compositional processes.
3. Create short original exercises, and discuss influences on their creative processes and responses.

Unit 4:

1. Aurally analyse music and form critical responses.
2. Analyse and discuss the use of musical elements and compositional devices, and discuss the style of the works and relevant contextual influences.
3. Create an original work and evaluate the creative processes used in its composition.

Assessment:

Units 3 and 4

School assessed course work and end of year examinations.

- Unit 3 Outcome 1 school-assessed course work : 7.5 per cent
- Unit 3 Outcome 2 school assessed course work: 7.5 per cent
- Unit 4 Outcome 1 school-assessed course work : 7.5 per cent
- Unit 4 Outcome 2 school assessed course work: 7.5 per cent
- Unit 3 and 4 Outcome 3: external assessment: 30 per cent
- Unit 4 End of Year Oral and Written examination: 40 percent

Outdoor Education and Environmental Studies

VCE Study Summary

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture

Entry

Units 1 & 2: are available to Year 10 and 11 students. **Units 3 & 4:** are available to Year 11 and 12 students.

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human dev. in a global context

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

On completion of this unit the student should be able to:

Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

Explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as

the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on environments. Through practical experiences students are able to make comparisons between and to reflect upon environments, as well as to develop theoretical knowledge about natural env.

On completion of this unit the student should be able to:

Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

On completion of this unit the student should be able to:

Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990 with reference to specific outdoor experiences

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply

On completion of this unit the student should be able to:

Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor exp.

Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for

theoretical knowledge about outdoor environments.

School Assessed Coursework

Achievement in each of the outcomes must be demonstrated in a selection of assessment tasks, including from:

- A journal or report demonstrating links between theoretical content studied & practical exp. undertaken.
- A case study
 - Data analysis
 - Structured questions
- An oral presentation including the use of multimedia and podcasts
- Written responses, including essays and web discussion forums

Units 3 and 4

Percentage contributions to the study score in VCE Outdoor & Environmental Studies are as follows:

Unit 3 School-assessed Coursework:	25 per cent
Unit 4 School-assessed Coursework:	25 per cent
End-of-year examination:	50 per cent

Note:

There is a cost associated for Outdoor and Environmental Studies enabling students the opportunity to partake in a range of outdoor experiences. For further details please contact Mr Aaron Coyle: PE/Health Faculty.

Units	Cost (2018)	Practical activities
1 & 2	\$800	3 x Camps (Aquatic camp / Canoeing camp/ Hiking & Cross Country skiing camp)
3 & 4	\$650	2 x Camps (Hiking camp, Downhill skiing and Snowboarding camp)

Philosophy

VCE Study Summary

Rationale

The word philosophy means love of wisdom. This study introduces the critical methods of argument and analysis that have been developed by philosophers in response to such central questions as what is wisdom? It will encourage use of these methods in the development of answers to the questions of philosophy, as they are relevant to life and participation in contemporary society.

Structure

This study is made up of four units.

Unit 1 “Existence, knowledge and reasoning”

This unit engages students in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy: ethics, epistemology, metaphysics, and logic and reasoning. The emphasis in the exploration of these four fields is philosophical inquiry, (doing philosophy).

Unit 2 “Questions of Value”

This unit explores a range of problems in applied philosophy and involves formulating and defending philosophical positions in relation to practical issues. The examination of examples of philosophical thought, both contemporary and historical, is also undertaken focusing on “The foundations of morality” “moral psychology” issues of “right and wrong” and value theory.

Unit 3: “The Good Life”

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4: “Mind, science and knowledge”

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Short written exercises . Written reflection and analysis
- Oral reflection and analysis . An essay

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

analyse ethical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

analyse problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in ethics and a selected topic in philosophy.

UNIT 3

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

Discuss concepts relating to the mind, psyche and body, and analyse viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across set texts and in contemporary debates.

Analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

UNIT 4

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Short written exercises - Written reflection and analysis
- Oral reflection and analysis - Essays

Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent.

Physical Education

VCE Study Summary

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure

The study is made up of four units

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills & energy for physical act.

Unit 4: Training to improve performance

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

On completion of this unit the student should be able to:

Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Collect and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity (PA) and sedentary behaviour (SB) plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of PA promoted in their own and different population groups. Students investigate how participation in PA varies across the lifespan. They collect data to determine perceived enablers of and barriers to PA and the ways in which opportunities for participation in PA can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and SB and apply various methods to assess these as implications at the individual and population level. They further analyse the data in relation to physical activity and sedentary behaviour guidelines.

On completion of this unit the student should be able to:

Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Apply a social-ecological framework to research, analyse and evaluate a contemporary issue

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

On completion of this unit the student should be able to:

Collect and analyse information from a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

Use data collected in practical activities to analyse how the major body and energy systems work

Unit 4: Training to improve performance

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

On completion of this unit the student should be able to:

Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

School Assessed Coursework

Achievement in each of the outcomes must be demonstrated in a selection of assessment tasks, including from:

- A case study analysis
- A data analysis
- A physical simulation or model
- A practical laboratory report linking key knowledge and key skills to practical activity
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as graphic organiser, concept/ mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types
- An oral presentation such as podcast, debate
- A written report
- Test

Units 3 and 4

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

Unit 3 School-assessed Coursework:	25 per cent
Unit 4 School-assessed Coursework:	25 per cent
End-of-year examination:	50 per cent

Physics

VCE Study Summary

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position. VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science

Structure

The study consists of 4 units:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

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

Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Students undertake quantitative investigations involving at least one independent, continuous variable.

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

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

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

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

School Assessed Coursework

Units 1 and 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams

Units 3 and 4

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 21%
- Unit 4 School assessed coursework: 19%

End of Year Examination: 60%

Product Design

VCE Study Summary

Rationale

In VCE Product Design students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students at the University High School can choose to focus on fashion, jewellery design or furniture design. At the end of the year students will produce a folio and a finished garment or piece of furniture.

The knowledge and use of resources is integral to product design. Students will use a range of materials, and the tools, equipment and machines and transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development and sustainability is a focus of the course. They develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and their own creative designs. VCE Product Design can provide a pathway to a range of related fields such as - industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile design at both professional and vocational levels. Moreover, VCE Product Design will encourage sustainable behaviours and develop technical skills. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Structure

The study is made up of four units:

Unit 1: Sustainable product redevelopment

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students are encouraged to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the Product Design Process

In unit students are involved in the design and development of a product that meets the needs and expectations of a client, developed through a design process. In SAC 1, students examine how a design brief is structured. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. In SAC 2, students examine how new and emerging technologies, and international and Australian standards, influence the design of products within manufacturing settings. They consider issues associated with obsolescence and sustainability. In the School Assessed Task (folio) students produce a folio for a product that they design for a client, including writing their own design brief which will be completed and evaluated in Unit 4.

Unit 4: Product development and evaluation

In unit 4 students assume the role of the designer. In SAC 1, students evaluate two commercial products. In the School Assessed Task (folio) students develop and safely manufacture the product designed in Unit 3. It will either be a fashion garment or a piece of furniture.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Students will redesign a product using suitable materials improving the original products aesthetics, functionality or quality, including consideration of sustainability
2. Students will use and evaluate tools, equipment and processes to make a redesigned product.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

Production of a design folio which includes a design brief, research areas, annotated drawings of the redesigned product.

Production of a redesigned product and evaluation of the efficiency of design and processes

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Students will design and plan a product range within a group in response to a design brief based on a common theme.
2. Students will manage and use appropriate production processes to make and evaluate a product and work as a member of a team.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

- Work within a team and produce a design folio in response to a design brief based on a common theme.
- Work within a team to safely make the product and evaluate the design planning and production activities.

Units 3 and 4

School assessed tasks and an end-of-year examination:

- School-assessed Coursework: 20 per cent
- School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent

Psychology

VCE Study Summary

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position. VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and Introduction VCE Psychology Units 1 and 2: 2016–2021; Units 3 and 4: 2017–2021 6 organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: Brain, behaviour and experience

Unit 1: How are behaviour and mental processes shaped?

In this unit, students are introduced to experimental research in psychology. Students explore the scientific methods used within psychology in order to discover the underlying natural laws and principles of cause and effect – how do changes in one property cause changes in another? They begin to develop an understanding of how research skills are used to test theories and broaden our knowledge of human behaviour. Students will develop their understanding of the human nervous system and the key structures within the human brain. They will learn how the brain is expected to develop during childhood and adolescence and the impact of brain damage on cognitive capacity and behaviour. Students will also study psychological development as well as a range of psychological disorders.

Students will formulate research questions and construct testable hypotheses before then designing and conducting their own research investigations, exploring and evaluating various theories within each area of study.

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

How does my behaviour affect others? How do others affect me? Why do some people seem to behave differently around different people? These questions are concerned with aspects of social psychology. This specialist field of study focuses on how behaviour and perceptions of self and others are shaped by social and cultural influences including attitudes and behaviours of groups.

Students study how the interplay of factors that shape the behaviour of individuals and groups can help explain the cause and dynamics of prejudice, stereotyping and discrimination, and can contribute to changes in behaviours and attitudes. This insight can be extended towards understanding different patterns of behaviours sometimes evident in different cultures. Students continue to develop their understanding of research methodologies and ethical guidelines used in psychological research. They use this understanding when analysing previous studies, as well as creating, and reporting on, their own research investigations.

Students then apply a BioPsychoSocial approach to analysing factors influencing aggression. This approach enables students to investigate how biological, psychological and social factors interact to influence our state of mind and behaviour

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can 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.

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 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.

School Assessed Coursework

Units 1 and 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams.

Units 3 and 4

- Unit 3 School assessed coursework: 20 per cent
- Unit 4 School assessed coursework: 20 per cent

End of Year Examination: 60 per cent

Studio Arts

VCE Study Summary

Rationale

Studio Arts provides a framework for the establishment of effective art practices through the application of a design process and the production of a cohesive folio of artworks. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have been used by artists from different times and locations to produce identifiable styles. The study of professional practices in the context of industry issues are also studied.

Structure

The study is made up of four units.

- Unit 1: Artistic inspiration and techniques
- Unit 2: Design exploration and concepts
- Unit 3: Studio production and professional practices
- Unit 4: Studio production and art industry contexts

Unit 1

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2

The focus of this unit is to establish an effective design methodology for the production of artworks and further develop skills in the analysis of artworks. Artworks from different times and locations are analysed to understand artists ideas and the creation of aesthetic qualities and identifiable styles.

Unit 3

The focus of this unit is the exploration proposal which defines the student's design processes. The implementation of the design process leads to the development of a range of potential directions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 4

The focus of this unit is the production of a creative folio of finished artworks which resolve the aims and intentions set out in the exploration proposal formulated in Unit 3. Students also examine different components of the art industry and issues relating to the public display, promotion and critique of artworks.

Assessment

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Source ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration.
3. Discuss how artists from different times and places interpret sources of inspiration and use materials and techniques.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A visual diary compiled of inspirational material related to several ideas and topics of personal interest. These are to be used as starting points for visual exploration, using a variety of approaches, such as realistic, expressive and stylised.

A folio of exploratory work, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques. Ideas should be developed and evaluated. University High School has a focus on drawing, painting and printmaking.

Short answer responses, comparative analysis essay, research assignment and an examination that discusses ways in which artists interpret sources of information, apply elements, principles and use materials and techniques.

Assessment is based on 65% practical tasks and 35% theoretical tasks

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. Develop a design process methodology in order to explore sources of inspiration and produce artworks.
2. Examine and discuss the ways in which design elements and principles, signs, symbols and images are used in a variety of artworks to communicate ideas and develop style.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

1. A folio of work that shows a variety of design explorations and production of a number of related artworks.
2. Short answer responses, research reports and an examination which discusses the use of design elements and principles, signs, symbols and images to communicate ideas and develop style in a variety of artworks.

Assessment is based on 65% practical tasks and 35% theoretical tasks.

Units 3 and 4

School assessed tasks and an end-of-year examination:

- Unit 3&4 school-assessed task: 60 per cent
- Unit 3 SAC: 5 per cent
- Unit 4 SAC: 5 per cent
- Examination: 30 per cent

Theatre Studies:

VCE Study Summary

Rationale:

VCE Theatre Studies develops, refines and enhances students' analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge.

Structure

Theatre Studies is made up of four units:

Unit 1: Pre-modern theatre styles and conventions

Unit 2: Modern Theatre styles and conventions

Unit 3: Producing Theatre

Unit 4: Presenting an interpretation

Unit 1: Pre-modern theatre

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work

Unit 2: Modern Theatre

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Unit 3: Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

UNIT 1

Outcomes

To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.

Exploring pre-modern theatre styles and conventions

Interpreting scripts

Analysing a play in performance

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A monologue or group production of three pre-modern playscripts
Written and/or oral tasks discussing features of pre-modern playscripts
Analytical exercises responding to a professional production

UNIT 2

Outcomes

To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.

Exploring modern theatre styles and conventions
Interpreting scripts
Analysing and evaluating a theatre production

School Assessed Coursework

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A monologue or group production of three modern playscripts
Written and/or oral tasks discussing features of modern playscripts
Analytical exercises responding to a professional production

Unit 3 and 4

School assessed tasks, school assessed coursework and end of year examination

- School Assessed Coursework Unit 3: 30 per cent
- School Assessed Coursework Unit 4: 15 per cent
- End of year monologue examination Unit 4: 25 per cent
- End of year written examination Unit 4: 30 per cent

UNIT 3

Outcomes

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

Staging Theatre
Theatrical interpretation
Production analysis

School Assessed Coursework

Production of a playscript
Interpreting a script
Analysing and evaluating theatre

UNIT 4

Outcomes

To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance

School Assessed Coursework

- Written task presenting an interpretation of a monologue and its prescribed scene
- Analytical exercises responding to a professional production
- Presentation of monologue interpretation through stagecraft

Visual Communication and Design

VCE Study Summary

Rationale

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and the function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Structure

The study is made up of four units:

- Unit 1: Visual Communication
- Unit 2: Applications of visual communication within design fields
- Unit 3: Visual communication practices
- Unit 4: Visual communication design development, evaluation and presentation

Unit 1

The purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing, including drawing from direct observation. Students develop practical skills in the application of appropriate drawing methods, design elements and principles and information and communication technology. Students gain an understanding of how VCD has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2

The purpose of this unit is to enable students gain an understanding of technical drawing conventions. These drawings present information and ideas associated with a specific design field particularly the environmental design and industrial design. Students explore how type and images can be used to create visual communications. Students will apply the stages of the design process, apply the steps to create a brief and finally create a visual communication presentation.

Unit 3

The purpose of this unit is to enable students to gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

Unit 4

The purpose of this unit is to enable students to develop design concepts and two final presentations of visual communications to meet the requirements of a brief. This involves applying the design process twice to meet each of the stated communication needs.

Assessment

UNIT 1

Area of Study:

- Outcome 1: Drawing as a means of communication
- Outcome 2: Design Elements and Principles
- Outcome 3: Visual Communications in context

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
2. On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

A folio that demonstrates an understanding of a range of drawing methods that are suitable for the purposes of observation, visualisation and presentation.

A folio that demonstrates an understanding of two and three-dimensional drawing methods to represent the form and structure of objects.

A folio that demonstrates the application of design elements and design principles, media, materials and techniques to draw and render forms to communicate ideas and functions of objects and structures.

A folio that show an understanding of the four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Written and/or oral report supported by visual material explaining the investigation of design styles.

UNIT 2

Area of study:

Outcome 1: Technical drawing in context

Outcome 2: Type and Imagery in context

Outcome 3: Applying the design process

To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.

1. On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

School Assessed Course Work

Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.

1. A folio that demonstrates an understanding drawing methods that incorporate the use of technical drawing conventions associated with the environmental or industrial fields of design.
2. A folio that demonstrates an understanding of how typography and imagery are used in these fields as well as the communication field of design.
3. A folio that demonstrates an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas.
4. A folio that demonstrates an understanding how to use a brief, to engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Units 3 and 4

School assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed task: 40 per cent
- Unit 3 and 4 examination: 35 per cent