



KOONUNG
Secondary College

Excellence through Endeavour



VCE Handbook

2022

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PROCESS

This information handbook is designed to help Year 10 and Year 11 students and their parents make appropriate and informed choices about VCE units and program selection for 2022.

Students select a program over two or three years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to be aware of choosing a meaningful course of study, which will provide pathways into further study and employment.

When selecting subjects, students should carefully check pre-selection requirements for any courses or career paths they may be considering. All students should check the current VTAC Guide and the publications on university and TAFE entrance requirements before making final selections. The following questions should also help guide subject choices:

- Am I interested in this study?
- Is it a study containing the right level of difficulty for me?
- Do my teachers and parents think it is a wise choice?

Subjects will only run if there is sufficient demand from students. The feasibility of a class running is dependent on many variable constraints: the timetable, the minimum class size and the physical and human resources available at the College. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the College is determined. We will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice of subject.

Take time to select your subjects, as this will form the basis for the arrangements for the next year's VCE program.

ACCELERATED PATHWAYS

There will be an opportunity for some Year 10 and Year 11 students to undertake an accelerated pathway in their program. Students will attend classes with Year 11 and Year 12 students. It is expected that students accessing an accelerated pathway will possess very good organisational skills, a desire to complete a Unit 3 & 4 subject as well as an excellent general academic record. Students with the requisite skills are encouraged to apply to enrol in an accelerated pathway. This can ultimately provide students with a sixth subject that contributes to their Australian Tertiary Admission Rank (ATAR).

Please read the College's Acceleration Policy if you are considering this option.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

This is information regarding excursions, other activities, and any additional costs that may be required to meet to complete the study.

REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE VCE

At Koonung Secondary College, a VCE student generally undertakes 20 to 24 units of study. To meet the graduation requirements of the VCE, each continuing student (other than students returning to study) must satisfactorily complete no fewer than 16 units. A unit is usually one semester (two terms) in length.

Please see the VCE Senior School Manual available on Compass for more information about the requirements for VCE.

Students usually undertake 12 units (6 subjects) in Year 11 and 10 units (5 subjects) in Year 12. The VCE is flexible and students can undertake the VCE over two or more years.

The 16 units may include units of Vocational Education and Training (VET).

Students must include:

- At least three units of an English or EAL
- A sequence of Unit 3 & 4 in three studies in addition to the compulsory English subject.

VCE SUBJECTS

Accounting	English Language	Mathematics
Art	Food Studies	Media
Australian and Global Politics	Geography	Music Performance (Solo/Groups)
Biology	Health & Human Development	Physical Education
Business Management	History	Physics
Chemistry	Language: French, Japanese	Psychology
Drama	Legal Studies	Studio Arts
English	Literature	Visual Communication Design
English as an Additional Language		
Environmental Science		

ASSESSMENT AND REPORTING

SATISFACTORY COMPLETION OF THE VCE

In order to gain credit for a unit within the VCE, students must achieve satisfactory completion of a unit. All units will be assessed with Satisfactory (S) or Not Satisfactory (N) for the learning outcomes.

LEVELS OF PERFORMANCE

Units 1 & 2

In addition to an S or N, certain assessment tasks will be graded to determine the level of performance. Performance will be reported using the grades: A+, A, B, C+, C, D+, D, E and UG. Where a student does meet the criteria of the task, this will be reported as “Ungraded” (UG). Unsatisfactory completion of the learning outcomes will lead to students receiving a Not Satisfactory (N) for the unit.

Units 3 & 4

All units will be assessed with Satisfactory (S) or Not Satisfactory (N) for the completion of learning outcomes. Performance in Unit 3 & 4 subjects consists of a combination of school assessed coursework or school assessed tasks and external examination(s).

Student will receive a “raw score” for their coursework assessment; this will form the basis of the graded assessment. Performance in the coursework will be moderated against the student’s performance in the external exams and the GAT. Students will receive feedback from teachers for all school assessed coursework. Students are awarded a grade on a scale of A+ - E at the completion of the course. These are then translated to a study score for the subject.

TERTIARY ENTRANCE REQUIREMENTS

The Victorian Tertiary Admission Centre (VTAC) administers applications and offers of most Tertiary courses; university, TAFE and private training providers.

Each student will have one to one counselling with the Careers/Pathways team and be given information during assemblies in Year 12. All students will attend a /tertiary Information Service session, where the process of applying, Change of Preference and Course Offers is explained.

ENHANCEMENT STUDIES THROUGH UNIVERSITY SUBJECTS

There is an opportunity for very able Year 12 students to complete a first year university subject while in their final year at school. The university study counts as a student's sixth VCE subject and students who complete the program receive a bonus of 10% of the maximum score possible for a sixth VCE subject. This bonus is calculated by VTAC. (Please note: There are restrictions on the number of subjects in the same "Study Area Groupings" which can count towards a student's ATAR. Please check these restrictions carefully before committing to studying a university enhancement subject).

Students attend classes at selected schools (including Monash, Melbourne and Deakin Universities) after school hours for one to three hours per week for two 13 week semesters. For further details on available subjects, please contact the Director of Learning -Senior School.

CAREERS/PATHWAYS INFORMATION

The Careers/Pathways team has current information about tertiary courses and applying for jobs. The Careers/Pathways Team is available to help students research their interests and aspiring careers and to support them to understand the course details such as subject prerequisites for entry, costs associated with courses and where to study a course.

VTAC is also available and this allow students to enter VCE subjects and obtain a printout of all course that they would be able to access and the ATAR required for entry.

MyCareerMatch is available to Year 11 and 12 students online. The program provides a list of occupations compatible with the student's interests and work style.

Year 12 students are required to purchase a copy VTAC which is available from news agencies or download the free app. In June, all students are expected to attend a TIS (Tertiary Information Service) seminar. They are able to talk to representatives from universities and institutes to collect current course information.

All Year 12 students attend two Career Interviews, one in Term 1 and the second in Term 3. Year 11 students attend one career interview throughout the year. These will be held over Terms 2, 3, and 4. Year 10 students participate in discussion about the options post Year 12 during their Pathways classes.

ACCELERATION POLICY

Introduction

At Koonung Secondary College, we recognise the diverse learning needs of our students. As a result, the College has established a range of programs and pathways to cater for the needs of each of our students.

Our SEE@K program at Years 7-9 offers an academic enrichment program, which aims to broaden student learning opportunities, with a focus on enhancing higher order thinking, while supporting students to collaborate with others to further strengthen opportunities for a rigorous, relevant and engaging education. SEE@K is not an accelerated learning program, rather a differentiated course in all core subjects reflecting self-directed inquiry learning. In addition, selected students entering Year 7 and 8 are offered an enrichment program in Mathematics. Entry into this program is based on student ability in this subject. At Year 9, identified students may be offered an accelerated program in Mathematics. In years 10 and 11, the College provides the opportunity for suitably qualified students to study up to two VCE subjects from the following year level curriculum.

Rationale

The College provides the option of accelerated pathways to extend particularly capable students. Acceleration can provide opportunities for students to maximise their ATAR by undertaking a 6th VCE Unit 3/4 subject and/or provide access to University enhancement subjects.

Aims

- To establish transparent process for students wishing to undertake accelerated studies.
- To ensure that a student's performance in all other subjects is not unduly impacted by enrolment in accelerated studies.

Definition

Acceleration: the process whereby a student undertakes a course of study beyond their current year.

Implementation

1. Acceleration in Year 9 Mathematics (students undertake Year 10 Maths)

Access to the accelerated program in Mathematics in year 9 will be by invitation only.

The Mathematics Domain Leader, in consultation with the Mathematics teachers at Year 8 will identify student who they deem mathematically capable of undertaking an accelerated program in Mathematics. This decision will be based on a range of factors including: PAT Mathematics testing, performance in problem solving and other enrichment tasks including competitions and assessment grades of 85% or higher on all tasks.

A list of students deemed eligible will be referred to a panel for consideration. This panel will comprise the Director of Learning - Middle Years, and two Assistant Principals.

Eligible students will have a consistent record of success in all subjects and demonstrate outstanding organisational skills and work practices at their current year level so that studying an accelerated subject will not be detrimental to their performance in other subjects (B+ average across all subjects).

Acceleration in Year 9 Mathematics does not guarantee a student access to further acceleration in Mathematics.

2. Acceleration in Year 10 and 11

Students in Year 9 may apply to enrol in a VCE Unit 1/2 in Year 10.

Students in Year 10 may apply to enrol in a VCE Unit 3/4 in Year 11.

The College's acceleration panel will review applications for acceleration, they may consult with subject teachers and Domain Leaders.

Students who have completed the accelerated Year 9 Mathematics program may apply to undertake an accelerated Mathematics pathway and, where deemed appropriate by the selection panel, an additional accelerated VCE pathway in one other subject.

Students who have completed an accelerated Unit 1/2 in Year 10 will be required to reapply for access to the subsequent accelerated Unit 3/4 in Year 11.

Selection Criteria

To be considered for an accelerated study the student will have a consistent record of success. They will require a B+ average in the subject in which they wish to accelerate and a B average in all other subjects, demonstrate outstanding organisational skills and work practices at their current year level so that studying an accelerated subject would not be detrimental to their performance in other subjects.

Students in Year 9 undertaking the accelerated Mathematics program will be required to maintain a C+ average in Mathematics, a B+ average in the subject that they wish to accelerate in and a B average in all other subjects.

To be eligible to continue an accelerated subject the student will have performed consistently well (B average) and maintained strong grades (B average) in all other subjects.

Procedure for Selection

Access to an accelerated study will only be considered if the application is approved by the appropriate panel.

The panel will notify all applicants of the outcome of the selection process.

The decision of the panel is final.

Enrolment in an accelerated study will depend on availability. Students will only be offered the opportunity to undertake a subject at the next year level if there are spaces in the class after all students at that year level have made their choices.

Every effort will be made to offer suitably qualified applicants with an appropriate accelerated pathway, this may require the applicant to consider alternative subject.

ACCOUNTING – Units 1 & 2

Accounting is the process of recording and reporting financial data, then interpreting and evaluating information, which is then communicated to internal and external groups associated with the business. This information plays an integral role in the successful operation and management of a small business.

AREAS OF STUDY

Unit 1

Role of Accounting in Business

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

Unit 2

Accounting and decision-making for a Trading Business

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

OUTCOMES

Unit 1

Outcome 1

On completion of this unit student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Outcome 2

On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2

Outcome 1

On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors and ethical considerations, on the outcome of business decisions.

Outcome 2

On completion of this unit, the student should be able to record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Outcome 3

On completion of this unit, the student should be able to record and report for non-current assets and depreciation

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, practice exam papers
- All students require a scientific calculator.

ACCOUNTING – Units 3 & 4

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business. Units 3 and 4 are designed to be taken as a sequence.

AREAS OF STUDY

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

OUTCOMES

Unit 3:

Outcome 1:

To record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Outcome 2:

To record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4:

Outcome 1:

On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2:

On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, practice exam papers
- All students require a scientific calculator.

ART – Units 1 & 2

This subject focuses on artworks as objects and examines how formal qualities such as art element, materials and techniques communicate meaning. Students examine artists in different societies and cultures and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. Students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, and art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. Students use the Contemporary Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues.

Each unit has two areas of study: Art Theory and Art Production

AREAS OF STUDY

Unit 1 - Artworks, experience and meaning

This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

Unit 2 – Artworks and contemporary culture

This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

OUTCOMES

Unit 1

Outcome 1

Analyse and interpret a variety of artworks using the Structural Framework and the personal Framework.

Outcome 2

Use the art process to create visual responses that demonstrate their personal interests and ideas.

Unit 2

Outcome 1

Discuss and compare artworks from different cultures and times using the Cultural Framework and the Personal Framework.

Outcome 2

Use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, practice exam papers
- Approximately \$135
- Excursions and gallery lectures will incur additional costs.

ART – Units 3 & 4

In this subject students study selected artists and artworks. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students link their growing theoretical understanding of art to their own practice. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation. Students apply initiation and creativity to develop their ideas through the art process. Progressively, students build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

Each unit has two areas of study: Art Theory and Art Production

AREAS OF STUDY

Unit 3 - Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Unit 4 – Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks.

OUTCOMES

Unit 3

Outcome 1

On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and compare the meanings and messages of these artworks.

Outcome. 2

On completion of this unit the student should be able to use the art process to produce at least one artwork and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4

Outcome 1

On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

Outcome 2

On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, practice exam papers
- Approximately \$120
- Excursions and gallery lectures will incur additional costs.

AUSTRALIAN & GLOBAL POLITICS – Units 1 & 2

VCE Australian and Global politics is the study of contemporary power at both national and global levels. Through this study, students explore, explain, analyse and evaluate national and global political issues and events. Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Australian 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.

AREAS OF STUDY

Unit 1 - Ideas, actors and power

Power and ideas

What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power?

Political actors and power

What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation?

Unit 2 – Global Connections

Global links

How are citizens of the 21st century linked – politically, socially and economically? How have peoples' lives been affected by globalisation? Do citizens and states have global responsibilities? Can the global community meet the challenges of the 21st century or will the interests of individual global actors' compromise the needs of this global community?

Global cooperation and conflict

How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

OUTCOMES

Unit 1

Outcome 1

Identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Outcome 2

Explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2

Outcome 1

Identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Outcome 2

Describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, practice exam papers.

BIOLOGY – UNITS 1 & 2

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Students engage in a range of scientific investigation methodologies to develop key science skills. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

AREAS OF STUDY

Unit 1 - How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2 - How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

OUTCOMES

Unit 1

Outcome 1

Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2

Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Outcome 3

Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2

Outcome 1

Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2

Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3

Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Dissection specimens and practice exams
- Lab coat - Available from Dobsons Uniform Shop.

BIOLOGY – UNITS 3 & 4

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

AREAS OF STUDY

Unit 3 – How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4 – How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

OUTCOMES

Unit 3

Outcome 1

Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2

Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4

Outcome 1

Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Outcome 2

Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3

Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, excursions and exam papers.
- Approximately \$30.
- It is recommended that students cover the content of Units 1 & 2 Biology as to aid in the student's level of understanding of biological techniques and procedures.

BUSINESS MANAGEMENT – UNITS 1 & 2

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students focus on the establishment phase of a business's life. This 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. Students examine the legal, marketing and financial and staffing requirements that must be satisfied to establish a business.

AREAS OF STUDY

Unit 1

The Business Idea

Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge.

External Environment

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business.

Internal Environment

The internal environment affects the approach to and success of business planning such as business models, legal business structures and staffing.

Unit 2

Legal requirements and financial considerations.

Students are introduced to the legal requirements and financial considerations that are vital to establishing a business.

Marketing a Business

Students develop their understanding that marketing encompasses a wide range of management practices.

Staffing a Business

Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

OUTCOMES

Unit 1

Outcome 1

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.

Outcome 2

Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3

Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2

Outcome 1

Explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures.

Outcome 2

Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, exam papers.

BUSINESS MANAGEMENT – UNITS 3 & 4

Business Management examines the ways in which people manage their resources to achieve organisational objectives. Students develop an understanding of the challenges, complexity and rewards that come from managing businesses. Students develop skills that allow them to become socially responsible and informed consumers, citizens and investors.

AREAS OF STUDY

Unit 3 – Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. 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 – Transforming a Business

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

OUTCOMES

Unit 3

Outcome 1

Discuss the key characteristics of businesses and stakeholders and analyse the relationship between corporate culture, management styles and management skills.

Outcome 2

Explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Outcome 3

Analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4

Outcome 1

Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Outcome 2

Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- There may be an excursion at an additional cost
- Additional course materials, exam papers and guest speakers.

CHEMISTRY – UNITS 1 & 2

In VCE Chemistry, inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. The students pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

AREAS OF STUDY

Unit 1

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. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances. Students are introduced to quantitative concepts in chemistry including the mole concept. 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.

Unit 2

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. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Lab coat – available from Dobsons Uniform Shop
- Additional chemicals and practice papers.

OUTCOMES

Unit 1

Outcome 1

The position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds and calculate mole quantities.

Outcome 2

The properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

Outcome 3

The development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Unit 2

Outcome 1

The properties of water to its structure and bonding and explain the importance of the properties and reactions of water in selected contexts.

Outcome 2

The measurement of amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

Outcome 3

Design and undertake a quantitative laboratory investigation related to water quality and draw conclusions based on evidence from collected data.

CHEMISTRY – UNITS 3 & 4

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students in Units 2 and 4 consider the relationship between materials and energy through two themes: the efficient production and use of energy and materials and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry and across chemistry and other sciences.

AREAS OF STUDY

Unit 3

What are the options for energy production?

Compare fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

How can the yield of a chemical product be optimised?

Explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

Unit 4

Students examine the structures of several homologous series of compounds, the trends in their physical and chemical properties and how they are synthesized; learn to identify organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

Study the structures, properties and functions of important food molecules and the reactions in which they are broken down and then either reshaped into new biomolecules or consumed in cellular respiration; investigate how calorimetry can be used to determine enthalpy changes; explore insights from food chemistry.

OUTCOMES

Unit 3

Outcome 1

Compare fuels quantitatively with reference to combustion products and energy outputs; apply knowledge of the electrochemical series to design, construct and test galvanic cells; and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Outcome 2

Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimized; and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Unit 4

Outcome 1

Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data and design reaction pathways for the synthesis of organic molecules.

Outcome 2

Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes and calculate the energy content of food using calorimetry.

Outcome 3

Design and undertake a practical investigation related to energy and/or food; and present methodologies, findings and conclusions in a scientific poster.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Lab coat – available from Dobsons Uniform Shop
- Additional chemicals and practice papers
- Approximately \$20.

DRAMA – UNITS 1 & 2

The study of Drama focuses on the development of expressive skills within dramatic structures and development and performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works. This study also provides students with the opportunity to examine and explore the ways in which drama gives form to and makes meaning of, a range of social, political, cultural and historical contexts.

AREAS OF STUDY

Unit 1 - Introducing performance styles

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional performance

Unit 2: Australian Identity

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

Theory work is fundamental to the subject and accurate records of the drama process need to be documented and evaluated.

OUTCOMES

Unit 1

Outcome 1

Demonstrate the use of play-making techniques to devise and develop an ensemble drama work based on stories and/or characters.

Outcome 2

Perform devised drama work that features stories and characters.

Outcome 3

Analyse the drama work created in Outcomes 1 and 2.

Outcome 4

Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2

Outcome 1

Demonstrate the use of play-making techniques to devise and develop a solo drama works based on stories and/or characters.

Outcome 2

Performance a devised solo work to an audience that features stories and characters.

Outcome 3

Analyse the drama work created in Outcomes 1 and 2.

Outcome 4

Analyse and evaluate a performance of a drama work by Australian practitioners.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional general resources.
- Professional theatre attendances are compulsory during the year. Heavily discounted tickets are usually made available. At least two theatre visit are essential. Tickets, travel expenses and program costs will also be incurred.

DRAMA – UNITS 3 & 4

The study of Drama focuses on the development of expressive skills within dramatic structures and development and performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works.

This study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historic contexts.

AREAS OF STUDY

Unit 3 – Devised ensemble performance

Devising and presenting ensemble performance.

Analysing a devised ensemble performance.

Analysing and evaluating a professional drama performance.

Unit 4 – Devised Solo Performance

Creating a Solo Performance.

Demonstrating techniques of solo Performance.

Devising a Solo Performance.

OUTCOMES

Unit 3

Outcome 1

Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Outcome 2

Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

Outcome 3

Analyse and evaluate a professional drama performance.

Unit 4

Outcome 1

Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

Outcome 2

Create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.

Outcome 3

Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

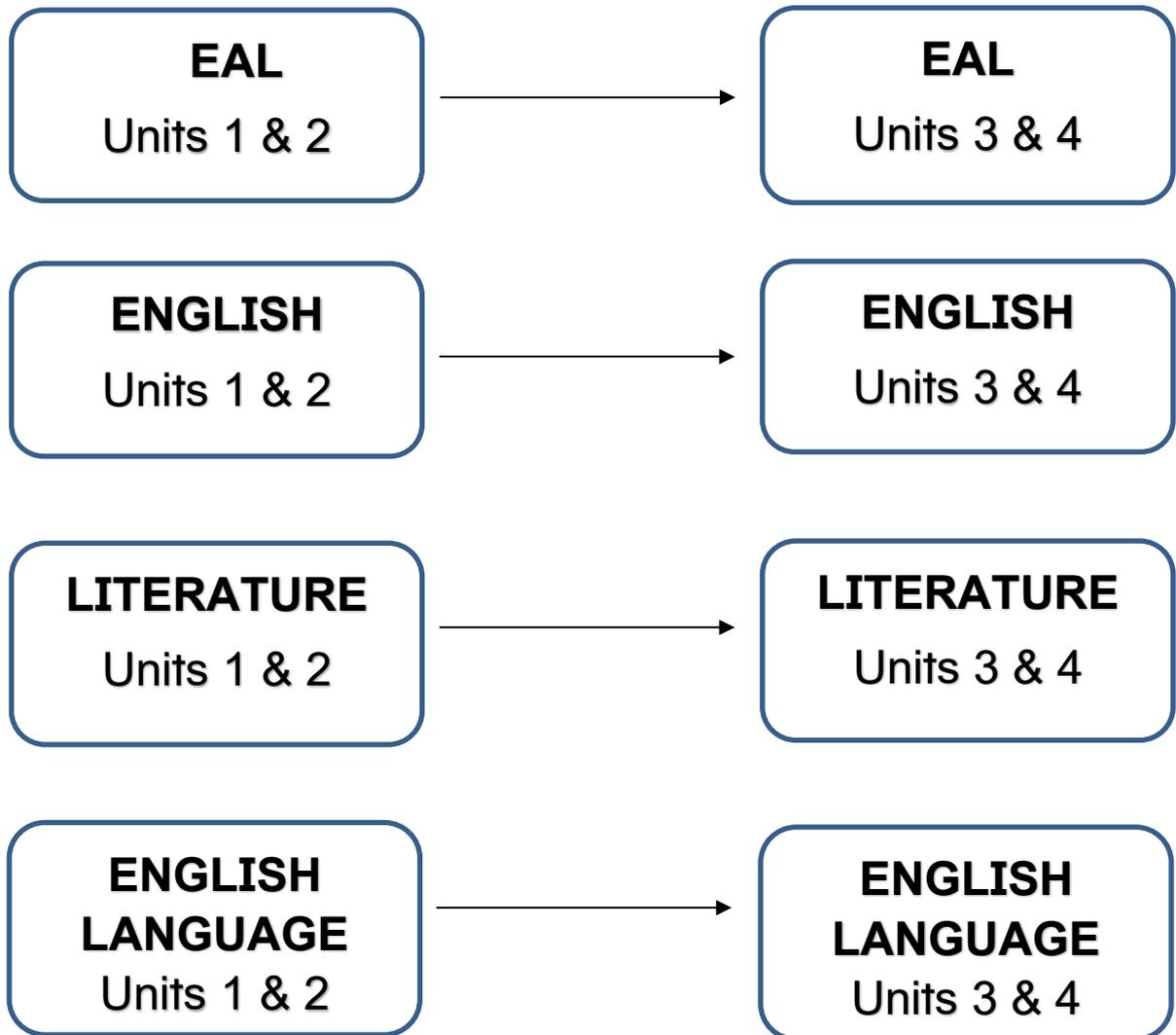
- Compulsory professional theatre attendances are expected during the year. Heavily discounted tickets are usually made available. At least two theatre visit are essential. Tickets, travel expenses and program costs will also be incurred.
- Additional general resources.

ENGLISH AT KOONUNG SC

Students must study English Units 1 and 2 in Year 11 and may also select Literature.

Students must study English or EAL Units 3 and 4 in Year 12 and may also select Literature.

Units 1 and 2 Literature are not a prerequisite for Units 3 and 4 Literature but are highly recommended.



ENGLISH – UNITS 1 & 2

In Unit 1, 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 readers. In Unit 2, 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.

AREAS OF STUDY

Unit 1

Reading and creating texts

In this area of study, students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made. Students then develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work.

Analysing and presenting argument

In this area of study, students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken and visual.

Unit 2

Reading and Comparing texts

Students produce a written comparison of selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts and the way in which comparing texts can offer an enriched understanding of ideas, issues or themes.

Analysing and presenting argument

In this area of study, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

OUTCOMES

Unit 1

Outcome 1

Produce analytical and creative responses to 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.

Unit 2

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.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, exam papers and theatre performance.

ENGLISH – UNITS 3 & 4

In Unit 3, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression.

In Unit 4, students compare the presentation of ideas, issues and themes in 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. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, assessed as an oral presentation.

AREAS OF STUDY

Unit 3

Reading and creating texts

Students identify and analyse the explicit and implied values in texts and develop interpretations of texts.

Analysing argument

Students develop an understanding of how authors construct arguments and use language and images to position audiences.

Unit 4

Reading and comparing texts

Students identify meaningful connections between texts including both similarities and differences in issues, themes and construction.

Presenting argument

Students apply the conventions of oral presentations by gathering evidence, formulating an argument, drafting a speech, applying peer feedback and rehearsing their speech.

OUTCOMES

Unit 3

Outcome 1

Produce an analytical interpretation of a selected text and a creative response to a different selected text.

Outcome 2

Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

Outcome 1

Develop and justify a detailed interpretation of a selected text.

Outcome 2

Construct a sustained and reasoned point of view on an issue currently debated in the media

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers

ENGLISH AS AN ADDITIONAL LANGUAGE – UNITS 1 & 2

The focus of Units 1 and 2 is on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Eligibility – students must satisfy both of the following conditions:

Student has been a resident in Australia for a period not more than six calendar years immediately prior to 1 January of year in which study is taken.

English has been the student's major language of instruction for a total of not more than six years prior to the commencement of the year in which the study is taken.

AREAS OF STUDY

Unit 1

Reading and Creating

In this area of study, students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, setting, and events, explore themes and build the world of the text for the reader.

Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and the presentation and presentation of argument. They consider different types of persuasive language, including written, spoken and visual and combinations of these and how language is used to position the reader.

Unit 2

Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence and audience.

OUTCOMES

Unit 1

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.

Unit 2

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.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers.

ENGLISH AS AN ADDITIONAL LANGUAGE – UNITS 3 & 4

In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

In Unit 4 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.

AREAS OF STUDY

Unit 3

Reading and Creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.

Analysing Argument

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Listening to texts

In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

Unit 4

Reading and Comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Presenting Argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

OUTCOMES

Unit 3

Outcome 1

Produce an analytical interpretation of a selected text and a creative response to a different selected text.

Outcome 2

Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Outcome 3

Comprehend a spoken text.

Unit 4

Outcome 1

Produce a detailed comparison which analyses how two selected texts present ideas, issue and themes.

Outcome 2

Construct a sustained and reasoned point of view on an issue currently debated in the media.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers.

ENGLISH LANGUAGE – UNITS 1 & 2

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use. Students are required to read widely to develop their analytical skills and understanding of linguistics. Students study a range of texts, including public commentary about language. Students demonstrate knowledge through oral presentations, short answer tests as well as longer essays and analytical commentaries.

AREAS OF STUDY

Unit 1

The nature and functions of language

Students explore the properties that distinguish human communication as unique and the differences between modes of spoken and written language. Students are introduced to the theory that language is a system of signs and conventions and that our use of language is rule-governed and informed by accepted systems.

Language acquisition

Students explore how, in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations, plus the theories related to child language acquisition as well as the complexities of first and second language acquisition.

Unit 2

English across time

Students investigate the factors that bring about language change across all subsystems as represented in texts that traverse the history of English. Students explore the distinction of Australian English as a national variety. Students examine the general concept of standardisation and the notion of 'correct English'.

Englishes in contact

Students consider the effects of the global spread of English and the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the ways English is used as an expression of culture.

OUTCOMES

Unit 1

Outcome 1

On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

Outcome 2

On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Unit 2

Outcome 1

On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

Outcome 2

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

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers

ENVIRONMENTAL SCIENCE – UNITS 1 & 2

Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth's systems function and are interrelated. Students examine how environmental actions affect and are affected by, ethical, social and political frameworks. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking and communication skills to analyse contemporary issues related to environmental science and communicate their views from an informal position.

AREAS OF STUDY

Unit 1

How are Earth's dynamic systems interconnected to support life?

Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning and change over time can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit 2

What affects Earth's capacity to sustain life?

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

OUTCOMES

Unit 1

Outcome 1

Describe the movement of energy and nutrients across Earth's four interrelated systems and analyse how dynamic interactions among biotic and abiotic components of selected local and regional

ecosystems contribute to their capacity to support life and sustain ecological integrity.

Outcome 2

Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.

Outcome 3

Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

Unit 2

Outcome 1

Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.

Outcome 2

Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.

Outcome 3

Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers
- Field work is a major component of this subject and will include day trips as well as an overnight camp that will incur additional costs.

ENVIRONMENTAL SCIENCE – UNITS 3 & 4

Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Environmental Science investigates the interactions between natural and human systems. This study examines application of environmental science to ecologically sustainable development and environmental management through the analysis of the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

AREAS OF STUDY

Unit 3

How can biodiversity and development be sustained?

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.

Unit 4

How can climate change and the impacts of human energy use be managed?

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

OUTCOMES

Unit 3

Outcome 1

Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Outcome 2

Explain how sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies in a selected case study.

Unit 4

Outcome 1

Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.

Outcome 2

Compare the advantages and disadvantages of using a range of energy sources and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.

Outcome 3

Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, and exam papers
- Field work is a major component of this subject and will include day trips as well as an overnight camp that will incur additional costs.

FOOD STUDIES – UNITS 1 & 2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

AREAS OF STUDY

Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherers to rural-based agriculture, to today's urban living global trade in food.

Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students investigate Australian indigenous food prior to European settlement and how food patterns have changed over time.

Students investigate cuisines that are part of Australia's culinary identify today and reflect on the concepts of Australian cuisine.

They consider the influence of technology and globalisation on food patterns.

Unit 2 – Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce food and consider a range of evaluation measures to compare their foods to commercial products. Students design new food products and adapt recipes to suit particular needs and circumstances.

OUTCOMES

Outcome 1

Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 2

Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2

Outcome 1

Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 2

Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials
- Approximately \$115.

FOOD STUDIES – UNITS 3 & 4

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

AREAS OF STUDY

Unit 3 – Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time. Students' inquire into the role of food in shaping and expressing identity and connectedness. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4 – Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and the use and management of water and land.

Students also investigate individual responses to food information and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

OUTCOMES

Unit 3

Outcome 1

Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse intolerances and food contamination, analyse food selection models and apply principles of nutrition and food science in the creation of food product.

Outcome 2

Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4

Outcome 1

Explain a range of food systems' issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Outcome 2

Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials
- Approximately \$115.

GEOGRAPHY – UNITS 1 & 2

VCE Geography Unit 1 and 2 explores two topic areas which are very topical for 2022. The study of 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. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions. Students explore these questions through fieldwork, the use of spatial technologies and investigation of a wide range of secondary sources.

AREAS OF STUDY

Unit 1 – Hazards and disasters

Students learn about geological, hydro-meteorological, biological and technological hazards before choosing two to study in detail. A study at different scales (including fieldwork) investigates the nature of hazards, their impact on people and the environment and how the risk of hazards may be managed and reduced.

Unit 2 – Tourism: Issues and challenges

Selecting contrasting examples of tourism from within Australia and elsewhere in the world, 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. Students undertake fieldwork in this unit.

OUTCOMES

Unit 1

Outcome 1

Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

Outcome 2

Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2

Outcome 1

Analyse, describe and explain the nature of tourism at a range of scales.

Outcome 2

Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Supplementary course materials, preparation of fieldwork SAC materials and exam papers
- Fieldwork is an essential and compulsory part of geographical education. The cost of field trips is to be advised.

GEOGRAPHY – UNITS 3 & 4

This study focuses on the big issues facing mankind in the new millennium: how we use our natural resources and the impact of climate change in Unit 3, issues associated with population in Unit 4. We investigate the interactions between natural and human environments and the ways governments and organisations try to manage the often-conflicting demands of society, the environment and the economy in a sustainable manner. Students explore these questions through fieldwork, the use of spatial technologies and investigation of a wide range of secondary sources.

AREAS OF STUDY

Unit 3 – Changing the land

This unit focusses on two investigations of geographical change: change to land cover and change to land use. The investigation of land use change includes the selection of a local area to use as a fieldwork site. A study of global land cover change involves an investigation of the processes of deforestation, melting glaciers and ice sheets.

Unit 4 – Human Population, trends and issues

In this unit, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and the responses to those changes in different parts of the world. Investigations include a study of two significant population trends: a growing population of one country and an ageing population of another country.

OUTCOMES

Unit 3

Outcome 1

On completion of this unit the student should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.

Outcome 2

On completion of this unit the student should be able to analyse land use change and evaluate its impacts.

Unit 4

Outcome 1

Analyse, describe and explain population dynamics on a global scale.

Outcome 2

Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Supplementary course materials, preparation of fieldwork SAC materials and exam papers.
- Fieldwork is a requirement of Unit 3. The cost of these field trips will be advised.

HEALTH AND HUMAN DEVELOPMENT – UNITS 1 & 2

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work.

AREAS OF STUDY

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 Organisation’s (WHO) definition and also explore other interpretations. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

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.

OUTCOMES

Unit 1

Outcome 1

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.

Outcome 2

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

Outcome 3

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

Outcome 1

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.

Outcome 2

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.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Contribution towards guest speakers, exam papers.

HEALTH AND HUMAN DEVELOPMENT – UNITS 3 & 4

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

The study is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential.

AREAS OF STUDY

Unit 3

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 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 Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Unit 4

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 globalization and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

OUTCOMES

Unit 3

Outcome 1

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.

Outcome 2

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

Unit 4

Outcome 1

Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2

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

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Contribution towards guest speakers, exam papers.

HISTORY – UNITS 1 & 2

History is about human experience in time and place, showing us how people of different cultures have interacted and developed. Studying history gives students the opportunity and skills to think about their own lives and their place in the world.

AREAS OF STUDY

Unit 1 – Change and Conflict

This unit explores the nature of political, social and cultural change in the period between the world wars.

It investigates how the Nazis rose to power and the nature of the Nazi state.

Unit 2 – The Changing World Order

This unit explores 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.

It investigates the reason why Australia became involved in the Vietnam War and the effects of the Vietnam War on the nations and people who fought there. Students are also asked to examine how the UN dealt with the problems brought about by decolonisation and self-determination movements, terrorism campaigns, regional conflicts and social movements.

OUTCOMES

Unit 1

Area of Study 1 - Ideology and Conflict

Analyse the consequences of the peace treaties which ended World War 1.

Analyse the impact of Nazi ideologies on nations and events that led to World War Two.

Area of Study 2 - Social and Cultural Change

Analyse the factors which influenced changes to social life and culture.

Unit 2

Area of Study 1 – Causes, Course and Consequences of the Cold War

Analyse the ideological divisions in the post-war period and their nature.

Analyse the nature, development and impact of the Cold War on nations and people.

Area of Study 2 – Challenge and Change

Analyse the causes and nature of challenge and change.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, guest speakers and exam papers.

HISTORY – UNITS 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution.

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.

AREAS OF STUDY

Unit 3 – The Russian Revolution of October 1917

Areas of Study 1 – Causes of revolution.

The Russian Revolution from 1896 to October 1917.

Area of Study 2 – Consequences of revolution.

The Russian Revolution from 26 October 1917 to 1927.

Unit 4 – The Chinese Revolution of 1949

Area of Study 1 – Causes of revolution.

The Chinese revolution from 1912 to 1 October 1949.

Area of Study 2 – Consequences of revolution

The Chinese Revolution from October 1949 to 1976.

OUTCOMES

Unit 3

Outcome 1:

Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2:

Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Unit 4

Outcome 1:

Analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2:

Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials, guest speakers and exam papers.

LANGUAGE - CHINESE SECOND LANGUAGE UNITS 3 & 4

The areas of study for Chinese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit.

AREAS OF STUDY

Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

Unit 4

Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

OUTCOMES

Unit 3

Outcome 1

Participate in a spoken exchange in Chinese to resolve a personal issue.

Outcome 2

Interpret information from texts and write responses in Chinese. Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

Outcome 3

Express ideas in a personal, informative or imaginative piece of writing in Chinese. An approximately 200-character personal, informative or imaginative piece of writing.

Unit 4

Outcome 1

Share information, ideas and opinions in a spoken exchange in Chinese. A three- to four-minute interview providing information and responding to questions about a cultural product or practice.

Outcome 2

Analyse information from written, spoken and viewed texts for use in a written response in Chinese. An approximately 250-character written response for a specific audience and purpose, incorporating information from three or more texts.

Outcome 3

Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese. An approximately 300-character evaluative or persuasive piece of writing.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Highly recommended that Units 1 & 2 be completed successfully prior to commencing Units 3 & 4
- Additional classroom materials.

LANGUAGE CHINESE SECOND LANGUAGE ADVANCED

UNITS 3 & 4

The areas of study for Chinese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit.

AREAS OF STUDY

Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

Unit 4

Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

OUTCOMES

Unit 3

Outcome 1

Participate in a spoken exchange in Chinese to resolve a personal issue

Outcome 2

Interpret information from texts and write responses in Chinese. Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

Outcome 3

Express ideas in a personal, informative or imaginative piece of writing in Chinese. An approximately 200-character personal, informative or imaginative piece of writing.

Unit 4

Outcome 1

Share information, ideas and opinions in a spoken exchange in Chinese. A three- to four-minute interview providing information and responding to questions about a cultural product or practice.

Outcome 2

Analyse information from written, spoken and viewed texts for use in a written response in Chinese. An approximately 250-character written response for a specific audience and purpose, incorporating information from three or more texts.

Outcome 3

Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese. An approximately 300-character evaluative or persuasive piece of writing.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Highly recommended that Units 1 & 2 be completed successfully prior to commencing Units 3 & 4
- Additional classroom materials.

LANGUAGE – FRENCH – UNITS 1 & 2

The purpose of this study is to enable students to communicate with others, to understand and appreciate the cultural contexts in which French is used, to understand their own culture through the study of other cultures, to understand French as a system, to make connections between French and English and/or other languages and to apply French to work, further study, training and leisure.

AREAS OF STUDY

Unit 1

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. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analyzing cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students apply acquired knowledge of French culture and language to new contexts.

Unit 2 –

Students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

OUTCOMES

Unit 1

Outcome 1:

Interpersonal Communication: Establish and maintain an informal/formal, personal spoken interaction on a selected topic.

Outcome 2:

Interpretive Communication: Interpret information from two texts on the same subtopic presented in French and respond in writing in French and in English.

Outcome 3:

Presentational Communication: Present information, concepts and ideas in writing on the topic selected for the unit and for a specific audience and purpose.

Unit 2

Outcome 1:

Interpersonal Communication: Respond in writing to spoken or written texts presented in French.

Outcome 2:

Interpretive Communication: Analyse and use information from written, spoken or visual texts to produce an extended written response.

Outcome 3:

Presentational Communication: Explain information, ideas and concepts orally in French to a specific audience about an aspect of cultural diversity within or across cultures.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials.

LANGUAGE - FRENCH - UNITS 3 & 4

The purpose of this study is to enable students to develop their ability to communicate effectively in French: to increase their aural, oral, reading and writing skills and their knowledge of the linguistic elements of French and to encourage an appreciation of the views, literature, thought and culture of the French speaking people.

AREAS OF STUDY

Unit 3

Students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes. Students access and share useful information on the subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. Students reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavors, such as further study, travel, and business or community involvement.

Unit 4

Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French.

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Students consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

OUTCOMES

Unit 3

Outcome 1:

Participate in a spoken exchange in French to resolve a personal issue.

Outcome 2:

Interpret information from texts and write responses in French.

Outcome 3:

Express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4

Outcome 1:

Share information, ideas and opinions in a spoken exchange in French.

Outcome 2:

Analyse information from written, spoken and viewed texts for use in a written response in French.

Outcome 3:

Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Highly recommended that Units 1 & 2 be completed successfully prior to commencing Units 3 & 4
- Additional class materials
- Excursion to la matinee du Français or a restaurant or French Film Festival will incur additional costs.

LANGUAGE - JAPANESE - UNITS 1 & 2

The purpose of this study is to enable students to communicate with others, to understand and appreciate the cultural contexts in which Japanese is used, to understand their own culture through the study of other cultures, to understand Japanese as a system, to make connections between Japanese and English and/or other languages and to apply Japanese to work, further study, training and leisure.

AREAS OF STUDY

Unit 1

Students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of topics from the prescribed themes. They focus on analysing visual, spoken and written texts and cultural products, such as examples of art, music, dance, literature, photographs, film or sport. They apply acquired knowledge of Japanese culture and language in new contexts.

Unit 2

Students develop an understanding of cultural diversity within and between cultures through the study of three or more topics from the prescribed themes. Areas such as art, music, dance, sport, buildings, tourism, dealing with money, organisations or individuals from Japanese-speaking communities. Students reflect on the interplay between language and culture, and how it impacts on meaning, understanding and the individual's language use. Grammar, text types and various kinds of writing will also be studied.

OUTCOMES

Unit 1

Outcome 1:

Interpersonal Communication: Establish and maintain an informal, personal spoken interaction on a selected topic.

Outcome 2:

Interpretive Communication: Interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and in English.

Outcome 3:

Presentational Communication: Present information, concepts and ideas to writing on the topic selected for the unit and for specific audience and purpose.

Unit 2

Outcome 1:

Interpersonal Communication: Respond in writing to spoken or written texts presented in Japanese.

Outcome 2:

Interpretive Communication: Analyse and use information from written, spoken, or visual texts to produce an extended written response.

Outcome 3:

Presentational Communication: Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of cultural diversity within or across cultures.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- ACER Language Competition
- Additional class materials.

LANGUAGE - JAPANESE - UNITS 3 & 4

The purpose of this study is to enable students to use Japanese to communicate with others, to understand and appreciate the cultural contexts in which Japanese is used, to understand their own culture through the study of Japanese culture, to understand Japanese language as a system, to make connections between Japanese and English and/or other languages and to apply Japanese to work, further study, training and leisure.

AREAS OF STUDY

Unit 3

Students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

Unit 4

Students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- ACER language competition
- Additional class materials.

OUTCOMES

Unit 3

Outcome 1:

Participate in a spoken exchange in Japanese to resolve a personal issue

Outcome 2:

Interpret information from texts and write responses in Japanese.

Outcome 3:

Express ideas in a personal, informative or imaginative piece of writing in Japanese.

Unit 4

Outcome 1:

Share information, ideas and opinions in a spoken exchange in Japanese.

Outcome 2:

Analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Outcome 3:

Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

LEGAL STUDIES – UNITS 1 & 2

Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

AREAS OF STUDY

Unit 1 – Guilt and Liability

Legal Foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system.

The Presumption of Innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt.

Civil Liability

Civil law aims to protect the rights of individuals, groups and organisations and provides opportunities for a wronged party to seek redress for a breach of civil law.

Unit 2 – Sanctions, remedies and rights

Sanctions

The criminal justice system determines the guilt or otherwise of an accused and imposes sanctions on a guilty person. In this area of study, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law and the purpose and types of sanctions and approaches to sentencing.

Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes and the purposes and types of remedies.

Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity.

OUTCOMES

Unit 1

Outcome 1

Describe the main sources and types of law and assess the effectiveness of laws.

Outcome 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.

Outcome 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.

Unit 2

Outcome 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.

Outcome 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.

Outcome 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.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials and exam papers
- There may be an excursion to Loddon Prison and to a court which will incur additional costs.

LEGAL STUDIES – UNITS 3 & 4

Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

AREAS OF STUDY

Unit 3 – Rights and Justice

The Victorian Criminal Justice System

In this area of study, students investigate the rights of the accused and of victims and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice.

The Victorian Civil Justice System

Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Unit 4 – The People and the Law

The People and the Australian Constitution

In this area of study, students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

The People, the Parliament and the Courts

In this area of study, students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity.

OUTCOMES

Unit 3

Outcome 1

Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Outcome 2

Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4

Outcome 1

Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

Outcome 2

Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform and analyse how individuals, the media and law reform bodies can influence a change in the law

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional course materials and exam papers
- There may be an excursion to Parliament and to a court which will incur additional costs.

LITERATURE – UNITS 1 & 2

Units 1 and 2 in Literature present students with the opportunity to explore their own experiences as readers, making astute connections between their ideas and the experiences of those in texts. They study characterisation, universal values and narrative events and shape personal responses to poetry, plays, short stories and novels, both classical and contemporary. In extended written responses, students are required to “discuss” literary features of entire works of literature based on set extracts. Students provide an interpretation of such elements as authors’ intentions, social context and linguistic features. Students of literature also engage in creative and comparative interpretations of texts.

AREAS OF STUDY

Unit 1

Reading practices

Students are exposed to a range of different genres and come to understand how their own ideas and contexts influence their reading in texts.

Ideas and concerns in texts

Students develop an understanding of how an author’s views and values are suggested by a text’s inclusions and exclusions.

Unit 2

The text, the reader and their contexts

Students use close analysis of language to identify the social and cultural contexts of texts.

Exploring connections between texts

Students explore how the reading of a text is influenced by the reading of other texts. They explore texts beyond surface meaning to show a deeper awareness of ideas and attitudes presented in texts.

OUTCOMES

Unit 1

Outcome 1

Ability to discuss how language, structure and stylistic choices are used in different literary forms and types of texts.

Outcome 2

Ability to investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2

Outcome 1

The ability to analyse and respond critically and creatively to the ways a text from a past era and or different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Outcome 2

The ability to investigate and analyse how different interpretations of texts are influenced by language features and structures, as well as an understanding of how the reading of a text can change according to the form of the text and its context.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials, exam papers and poetry anthology booklet.

LITERATURE – UNITS 3 & 4

Units 3 and 4 in Literature provide students with the challenge of close textual analysis of the way meaning changes when textual forms change. Students analyse, interpret and evaluate the views and values of a text in terms of ideas, social conventions and beliefs endorsed, challenged or left questioned within that text. Students respond imaginatively to texts and provide a critique of their linguistic choices and application of literary features such as context and character development. They critically analyse different aspects of a text, relating them to an interpretation of a text as a whole and drawing on literary criticism to inform their discussion. Students also engage in comparative study.

AREAS OF STUDY

Unit 3 - Form and Transformation

Adaptions and transformations

Students will investigate the differences in meaning that may be created when a text is adapted or transformed.

Creative responses to texts

Students will experiment with techniques used to create, recreate or adapt a text and explain their authorial choices.

Unit 4 – Interpreting Texts

Literary Perspectives

Students will investigate the way that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text.

Close analysis

Students will explore the connections between features of a text and the significance of key passages when developing an interpretation.

OUTCOMES

Unit 3

Outcome 1

Analyse how meaning changes when the form of a text changes.

Outcome 2

Respond imaginatively to a text and comment on the connections between their response and the original text.

Unit 4

Outcome 1

Compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied.

Outcome 2

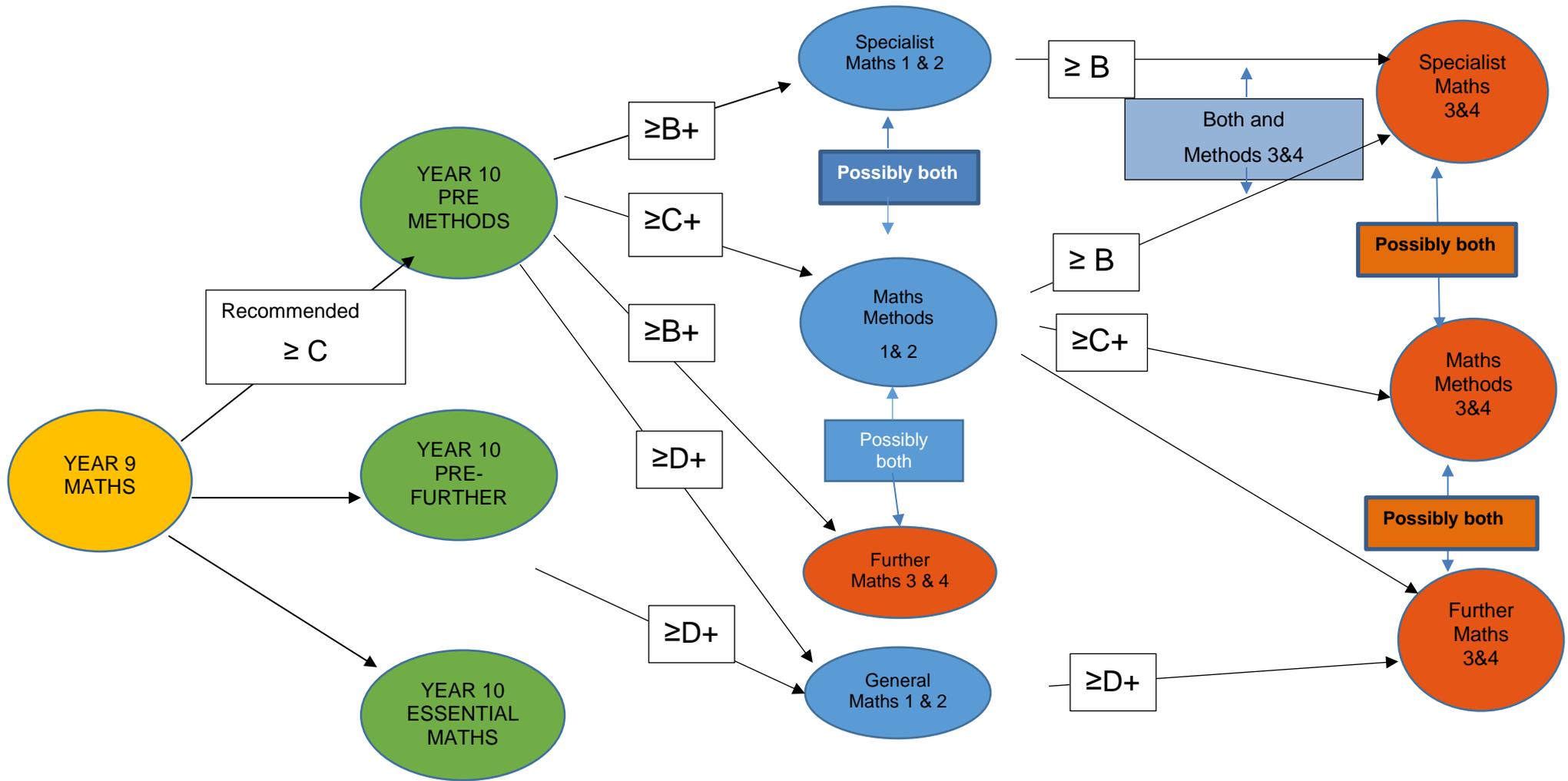
Analyse features of texts and develop and justify interpretations of texts.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials and exam papers.

MATHEMATICS AT KOONUNG SC

The diagram below shows the possible Mathematics pathways and grade prerequisite grades. At Koonung Secondary College



1. To access any VCE Mathematics it is highly recommended that students undertake two semesters of Mathematics prior to the commencement of their VCE studies.
2. In Semester 2, Year 10 Mathematics branches into Pre-Methods and Pre-Further streams.
3. Students should achieve a minimum grade average of B+ in Algebra-based units in Year 9 Mathematics if they wish to access Pre-Methods in Semester 2 of Year 10.
4. Students who achieve consistently high results in Essential Mathematics A and B, at the discretion of the Senior School, may be allowed to undertake General Mathematics 1 & 2.
5. Students who choose General Mathematics in Year 11 cannot study Mathematics Methods 1 & 2 or Specialist 1 & 2 in Year 11.
6. Students who choose Specialist Mathematics 1 & 2 in Year 11 MUST also study Mathematic Methods 1 & 2 in Year 11 or have studies Mathematic Methods 1 & 2 in Year 10.

GENERAL MATHEMATICS – UNITS 1 & 2

PREREQUISITE:

Minimum grade average of D+ for Semester 1 in Year 10 Pre-Methods or Pre-Further Mathematics.

INTRODUCTION

General Mathematics Units 1&2 provides a course of study for students who intend to study Further Mathematics Units 3 & 4.

AREAS OF STUDY

Algebra and structure

In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

Arithmetic and number

In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

Discrete mathematics

In this area of study students cover matrices, graphs and networks and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

Geometry, measurement and trigonometry

In this area of study students cover shape, measurement and trigonometry and the application to formulating and solving two and three dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

Graphs of linear and non-linear relations

In this area of study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming and variation.

Statistics

In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

OUTCOMES

Outcome 1

Define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes to investigate extended application problems in a range of contexts.

Outcome 3

Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a CAS calculator
- Additional software charge.

MATHEMATICAL METHODS – UNITS 1 & 2

PREREQUISITE:

Minimum grade average of C+ for Semester 1 in Year 10 Pre-Methods Mathematics.

INTRODUCTION

Mathematical Methods Units 1 & 2 are designed as a preparation for Mathematical Methods Units 3 & 4. Units 1 & 2 may be undertaken alone or in conjunction with Specialist Mathematics Units 1&2.

AREAS OF STUDY

Functions and graphs

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs.

Algebra

This area of study supports students' work in the 'Functions and Graphs', 'Calculus' and 'Probability and Statistics' areas of study.

Calculus

In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change. In Unit 2 students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

Probability and statistics

In this area of study students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, karnaugh maps, tables and tree diagrams.

In Unit 2 students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

OUTCOMES

Outcome 1

Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.

Outcome 3

Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a CAS calculator
- Additional software charge.

SPECIALIST MATHEMATICS – UNITS 1 & 2

PREREQUISITE

Minimum grade average of B+ for Semester 1 in Year 10 Pre-Methods Mathematics.

Specialist Mathematics Units 1 & 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Specialist Mathematics Units 1 & 2 provides a course of study for students, which in conjunction with Mathematical Methods Units 1 & 2 prepare them for Specialist Mathematics Units 3 & 4.

AREAS OF STUDY

Students undertaking the study of Specialist Mathematics Units 1 & 2 study a range of topics:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of non-linear relations
- Principles of counting
- Kinematics
- Statistics

For a detailed description of the content areas, please refer to the VCAA study design.

OUTCOMES

Outcome 1

Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.

Outcome 3

Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Entry requirements exits for this course.
- Additional software charge
- Additional software charge.

FOUNDATION MATHEMATICS – UNITS 1 & 2

PREREQUISITE:

An “S” for Semester 1 of Year 10 Essential Mathematics OR attempted Mainstream Mathematics

INTRODUCTION

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who **do not intend** to undertake Unit 3 & 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, in the community, at work and at study.

AREAS OF STUDY

Space, shape and design

In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Patterns and number

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Data

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts including consideration of suitable forms of representation and summaries.

Measurement

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

OUTCOMES

Outcome 1:

Use and apply a range of mathematical concepts, skills and procedures.

Outcome 2:

Solve practical problems in both familiar and new contexts and communicate their results.

Outcome 3:

Select and use technology to solve problems in practical contexts.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a scientific calculator
- Additional software charge.

FURTHER MATHEMATICS – UNITS 3 & 4

PREREQUISITE:

Minimum grade average of D+ in General Mathematics Units 1 & 2.

The assumed knowledge for Further Mathematics Units 3 & 4 is drawn from General Mathematics Units 1 & 2, but students who have done Mathematical Methods Units 1 & 2 will also have access to this assumed knowledge. The course has a prescribed core component plus two modules. Further Mathematics provides general preparation for employment or further study, in particular, where data analysis is important.

AREAS OF STUDY

Data Analysis

This topic covers a range of statistical techniques, their application and interpretation.

Recursion and Financial Modelling

This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Matrices

This module covers definitions of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and Decision Mathematics

This module covers definition and representation of different kinds of undirected and directed graphs, eulerian trails, eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, and allocation and scheduling.

OUTCOMES

Outcome 1

Define and explain key concepts as specified in the content from the core study, and use this knowledge to apply related mathematical techniques and models in routine contexts.

Outcome 2

Select and apply the mathematical concepts, models and techniques from the core area of study in a range of contexts of increasing complexity.

Outcome 3

Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a CAS calculator
- Additional materials and exam papers.
- Approximately \$10.

MATHEMATICAL METHODS – UNITS 3 & 4

PREREQUISITE:

Minimum grade C+ average in Mathematical Methods Units 1 & 2.

INTRODUCTION

Mathematical Methods Units 3 & 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 & 4 or Further Mathematics Units 3 & 4. It is intended to provide an appropriate background for further study in, for example, science, economics or medicine.

AREAS OF STUDY

Functions and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs.

Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable and differentiation, anti-differentiation and integration of these functions.

Algebra

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

Probability and statistics

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

OUTCOMES

Outcome 1

Define and explain key concepts, as specified in the content from the areas of study, and to apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.

Outcome 3

Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Outcome 4

Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a CAS calculator
- Additional materials and exam papers.
- Approximately \$10.

SPECIALIST MATHEMATICS – UNITS 3 & 4

PREREQUISITE:

Minimum grade B average in both Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2.

INTRODUCTION

The areas of study in Specialist Mathematics Units 3 & 4 extend and develop material from Mathematical Methods Units 3 & 4. Specialist Mathematics Units 3 & 4 are intended for those with strong interest in mathematics who wish to undertake a career in mathematics and related disciplines.

AREAS OF STUDY

Functions and graphs

Inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs.

Algebra

Expressions of simple rational functions as a sum of partial fractions, the arithmetic and algebra of complex numbers, including polar form, points and curves in the complex plane, introduction to factorization of polynomial functions over the complex field, and an informal treatment of the fundamental theorem of algebra.

Calculus

Advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions and combinations of functions and their application in a variety of theoretical and practical situations.

Vectors

Arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.

Mechanics

Introduction to Newtonian mechanics, for both constant and variable acceleration.

Statistics

Statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

OUTCOMES

Outcome 1

Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Students will need a CAS calculator
- Additional materials and exam papers.
- Approximately \$25.

MEDIA – UNITS 1 & 2

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

AREAS OF STUDY

Unit 1

Focuses on students gaining an understanding of:

- Media Representations
- Media forms in productions
- Australian stories.

Unit 2

Focuses on students gaining an understanding of:

- Narrative style and genre
- Narrative in production

Media production design.

OUTCOMES

Unit 1

Outcome 1

Analyse how media representations in a range of media products and forms from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2

Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3

Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms, engage and are consumed and read by audiences.

Unit 2

Outcome 1

Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2

Apply the media production process to create, develop and construct narratives.

Outcome 3

Analyse the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials
- Students will need a USB.
- Approximately \$40.

MEDIA – UNITS 3 & 4

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

AREAS OF STUDY

Unit 3

Focuses on students gaining an understanding of:

- Narrative and ideology
- Media production development
- Media production design.

Unit 4

Focuses on students gaining an understanding of:

- Media production
- Agency and control in and of the media

OUTCOMES

Unit 3

Outcome 1

Analyse how narratives are constructed and distributed and how they engage, are consumed and are read by the intended audience and present day audiences.

Outcome 2

Research aspects of a media form, and experiment with, media technologies and media production processes to inform and document the design of a media production.

Outcome 3

Develop and document a media production design in a selected media form for a specified audience.

Unit 4

Outcome 1

Produce, refine and resolve a media product designed in Unit 3.

Outcome 2

Analyse issues of agency and control in the relationship between the media and its audience.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional class materials
- Students will need a USB.
- Approximately \$55.

MUSIC PERFORMANCE – UNITS 1 & 2

These units focus on developing skills in practical music and performance in solo and group contexts. Students present solo or group performances in a variety of styles and demonstrate prepared technical work. They will also develop skills in aural comprehension, theory and the analysis of music.

AREAS OF STUDY

Unit 1: This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

OUTCOMES

Units 1&2

Outcome 1 – Performance

In this area of study students prepare performances by selecting, researching and learning solo and group works. They perform regularly in a variety of contexts and use these performances to explore ways of expressively shaping their chosen works and communicating

their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

Outcome 2 – Preparing for Performance

This area of study focuses on developing students' capabilities to present musically engaging and technically competent group and solo performances. Students research the selected works to help identify and systematically practise relevant material and processes that will enhance their ability to realise the character and style of the selected group and solo works.

Outcome 3 – Music Language

This area of study focuses on developing understanding of music language used for interpretation and critical listening. Students develop their ability to hear, identify and sing fundamental components of music language including intervals, scales and triads. They also recreate and extend short melodic and rhythmic phrases, sing and play from sight and memory, and practise and refine their ability to notate music by hand.

Unit 2 Only

Outcome 4 – Organisation of Sound

This area of study focuses on creating original work as a composition or an improvisation informed by analysis of a work/s being prepared for performance. Students explore a range of strategies within a selected stylistic framework to explore creative possibilities and generate and extend music ideas, for example improvisation and/or by using an element of music or a concept, such as a key, chord progression, instrumentation, and mood.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Extra fees may be charged for Music Program (includes: department and tutor instrumental lessons as required, instrumental music fees, attending concerts)
- Students should have at least 3 years of Instrumental music lessons and have a basic understanding of music theory. Contact the VCE Music teacher for more information regarding the instrumental and theory skills required
- Instrumental lessons are required.

MUSIC PERFORMANCE – UNITS 3 & 4

This subject focuses on the preparation and presentation of solo and group works. Students use performance techniques to develop understanding of interpretation of a range of styles. The study of ensemble and solo technical work broadens music performance skills. Aural skills and analysis are also developed.

AREAS OF STUDY

Unit 3: This unit focuses on building and refining performance and musicianship skills. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4: This unit focuses on further development and refinement of performance and musicianship skills. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Extra fees may be charged for Music Program (includes: department and tutor instrumental lessons as required, instrumental music fees, attending concerts)
- Students should have at least 3 years of Instrumental music lessons and have a basic understanding of music theory. Contact the VCE Music teacher for more information regarding the instrumental and theory skills required
- Instrumental lessons are required.

OUTCOMES

Units 3&4

Outcome 1 – Performance

In this area of study students prepare performances by selecting, researching, interpreting and learning solo and group works. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience.

Outcome 2 – Preparing for Performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works.

Outcome 3 – Music Language

In this area of study students continue to develop understanding of music language used for performance, interpretation and critical listening. They develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. They further develop their understanding of ways elements of music can be interpreted in the performance of music works.

On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

PHYSICAL EDUCATION – UNITS 1 & 2

VCE Physical Education explores the complex interrelationships between the bodies cardiovascular, respiratory and musculoskeletal systems and their role in producing and refining movement. The course examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

AREAS OF STUDY

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.

Unit 2 - Physical Activity, Sport and Society

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

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Guest speakers, activities and exam papers
- Students are required to wear the school physical education uniform (VCE polo shirt & Koonung shorts) for practical classes.

OUTCOMES

Unit 1

Outcome 1

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

Outcome 2

Collect, analyse information from, participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems functions and the limiting conditions of each system. Evaluate the ethical and performance implications of the use of practices and substances that enhance human performance.

Unit 2

Outcome 1

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.

Outcome 2

Apply a socio-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

PHYSICAL EDUCATION – UNITS 3 & 4

This course introduces students to the biochemical and skill acquisition principles used to analyse human movement skills and energy production from a physiological, psychological and sociocultural perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. 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.

AREAS OF STUDY

Unit 3

This unit introduces students to the biochemical 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 biochemical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4

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.

OUTCOMES

Unit 3

Outcome 1

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

Outcome 2

Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur and explain the factors causing fatigue and suitable recovery strategies.

Unit 4

Outcome 1

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

Outcome 2

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

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Guest speakers, activities, e.g. Gym visits - exam papers
- Students are required to wear the school physical education uniform - VCE polo shirt (bought in Year 11 or expected to buy in Year 12) & Koonung shorts - during practical classes, which are compulsory.

PHYSICS – UNITS 1 & 2

VCE physics provides students with opportunities to explore questions related to the natural and constructed world. Topics include atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

AREAS OF STUDY

Unit 1

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origin of the Universe.

Unit 2

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomenon by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomenon and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options to pursue an area of interest by investigating a selected question.

OUTCOMES

Outcome 1

Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

Outcome 2

Investigate and apply a basic DC circuit model to simple battery- operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Outcome 3

Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Unit 2

Outcome 1

Investigate, analyse and mathematically model the motion of particles and bodies.

Outcome 2

Outcome will vary depending on choice of focused study.

Outcome 3

Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Electronics, other additional materials and exam papers.

PHYSICS – UNITS 3 & 4

This unit is an introduction to the nature and scope of Physics in selected contexts. Students are required to complete inquiries into theories developed from studying the ways that matter interacts with matter, and the ways that light and matter interact. Knowledge in physics is gained through qualitative and quantitative exercises and practical investigations. They are also required to report on an extended practical investigation. Students will enhance their ability to describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations, and select and use a range of appropriate technologies and mathematical techniques.

AREAS OF STUDY

Unit 3

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.

Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4

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 explore 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.

OUTCOMES

Unit 3

Outcome 1

Analyse gravitational, electric and magnetic fields and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

Outcome 2

Analyse and evaluate an electricity generation and distribution system.

Outcome 3

Investigate motion and related energy transformations experimentally, analyse motion using Newton's law of motion in one and two dimensions and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

Unit 4

Outcome 1

Apply wave concepts to analyse, interpret and explain the behaviour of light.

Outcome 2

Provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.

Outcome 3

Design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Electronics, other additional materials and exam papers
- Approximately \$20.

PSYCHOLOGY – UNITS 1 & 2

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students consider biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

AREAS OF STUDY

Unit 1

How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Unit 2

How do external factors influence behaviour and mental processes?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development.

OUTCOMES

Unit 1

Outcome 1

Describe how understanding of brain structure and function has changed over time, how different areas of the brain coordinate different functions, and how brain plasticity and brain damage can change psychological functioning.

Outcome 2

Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Outcome 3

Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques

Unit 2

Outcome 1

Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Outcome 2

Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Outcome 3

Design and undertake a practical investigation related to external influences on behaviour and draw conclusions based on evidence from collected data.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- Excursions may also be organised throughout the course. These will incur additional costs.

PSYCHOLOGY – UNITS 3 & 4

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach.

AREAS OF STUDY

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 both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Unit 4

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

OUTCOMES

Units 3 & 4

Outcome 1

Explain how the structure and function of the human nervous system enables to interact with the external works and analyse the different ways in which stress can affect nervous system functioning.

Outcome 2

Apply biological and psychological explanations for how new information can be learnt and stored in memory and provide biological, psychological and social explanations of a person's inability to remember information.

Outcome 3

Design and undertake a practical investigation related to mental processes and psychological functioning and present methodologies, findings and conclusions in a scientific poster.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- Excursions may also be organised throughout the course. These will incur additional costs
- Approximately \$10.

STUDIO ARTS – UNITS 1 & 2

Studio Arts introduces students to the role and practices of artists in society. Students develop and understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

AREAS OF STUDY

Units 1 & 2

This subject focuses on learning a variety of textile techniques to manipulate fabrics and explore fibre as a material for making art. Techniques to be explored may include traditional Japanese dying methods, transfer dyes, silk painting and a variety of printmaking, weaving and embroidery. Students will experiment with these different techniques as you explore options to develop their own creative ideas.

Students will be introduced to artists from different times and cultures and learn to discuss how they use aesthetic qualities, media and techniques to communicate ideas. Students will develop critical thinking skills for analysing and evaluating possible meanings in visual imagery and improve knowledge of art language.

Students develop their own concept development knowledge and practical making skills to produce at least two final artworks.

OUTCOMES

Outcome 1

Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

Outcome 2

Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

Outcome 3

Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- At least one excursion per semester. These will incur additional costs
- Approximately \$80.

STUDIO ARTS – UNITS 3 & 4

Studio Arts introduces students to the role and practices of artists in society. Students develop and understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their culture identity in their artwork. Students use this knowledge to inform their individual studio process to develop, refine and present artworks.

AREAS OF STUDY

Unit 3

Studio Practices and Processes

In this unit, students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop the individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

Unit 4

Studio practice and art industry contexts

In this unit, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions

OUTCOMES

Outcome 1

Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Outcome 2

Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Outcome 3

Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4

Outcome 1

Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques and that realise and communicate the student's ideas expressed in the exploration proposal.

Outcome 2

Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions and effectively demonstrates a cohesive relationship between the works.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- At least one excursion per semester. These will incur additional costs
- Approximately \$100.

VISUAL COMMUNICATION DESIGN – UNITS 1 & 2

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualization of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

AREAS OF STUDY

Unit 1

Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts both visual and tangible. Students practice their ability to draw what they observe and they use visualization drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2

Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

OUTCOMES

Unit 1

Outcome 1

Drawing a means of communication.

Outcome 2

Design elements and design principles.

Outcome 3

Visual communication in context.

Unit 2

Outcome 1

Technical drawing in context.

Outcome 2

Type and imagery in context.

Outcome 3

Applying the design process.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- At least one excursion per semester. This will incur additional costs
- Approximately \$100.

VISUAL COMMUNICATION DESIGN – UNITS 3 & 4

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies on drawings as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasizes the importance of developing a variety of drawing skills to visualize thinking and to present potential solutions. Students apply a design process to generate and develop visual communications. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production.

AREAS OF STUDY

Unit 3

Visual communication design practices

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

Students establish a brief for a client and apply designs thinking through the design process. They identify and describe a client, two distinctly different needs to that client and the purpose, target audience, context and constraints relevant to each need.

Unit 4

Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

OUTCOMES

Unit 3

Outcome 1

Analysis and practice text.

Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Outcome 2

Design industry practice.

Discuss the practices of a contemporary designer from each design fields and explain factors that influence these practices.

Outcome 3

Developing a brief and generating ideas.

Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4

Outcome 1

Development, refinement and evaluation

Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2

Final presentations

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

ADDITIONAL COURSE REQUIREMENTS AND COSTS

- Additional materials and exam papers
- At least one excursion per semester. These will incur additional costs
- Approximately \$165.