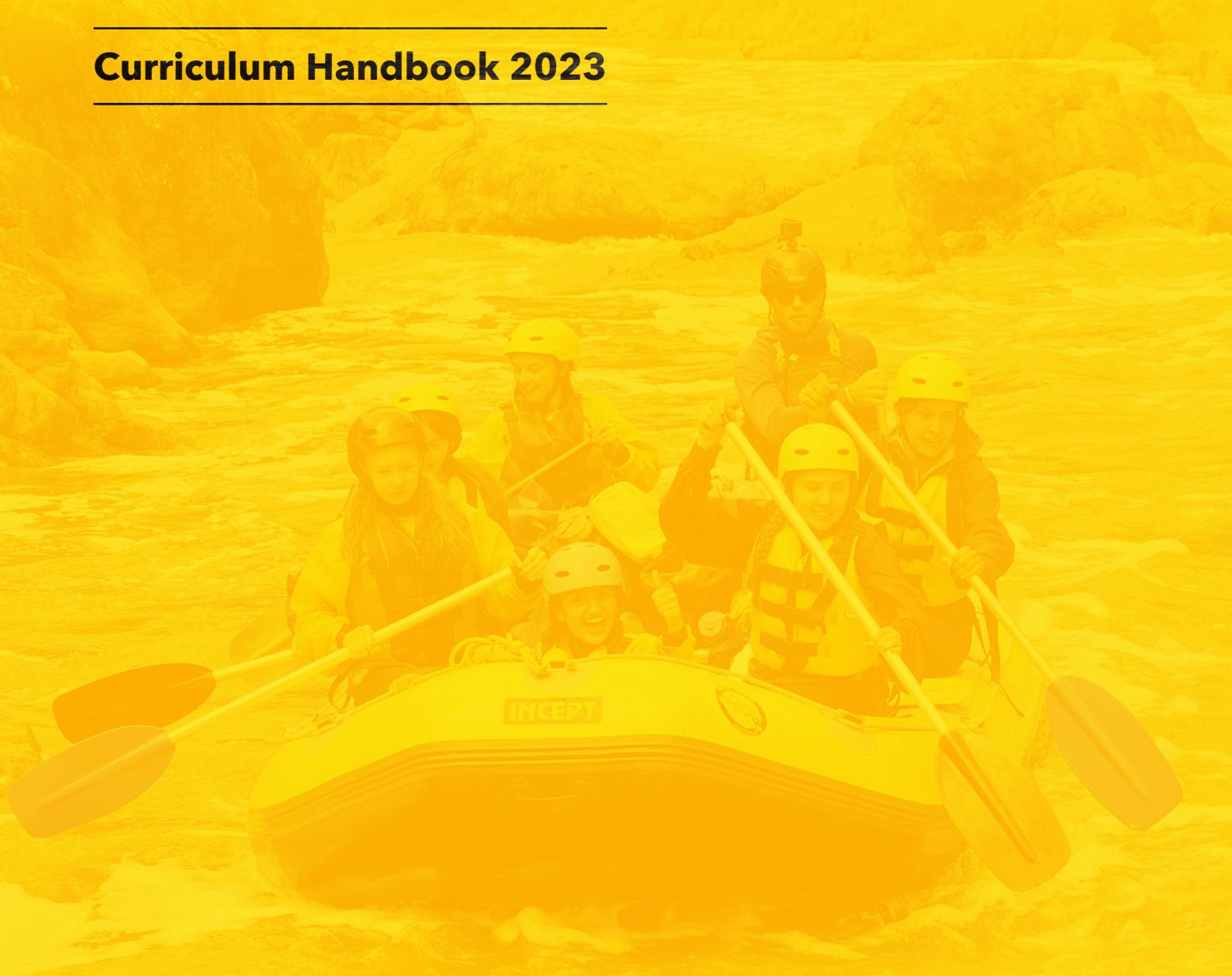


# VCE

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**Curriculum Handbook 2023**

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2023  
THE YEAR OF  
**COMPASSION**



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# VCE 2023 CURRICULUM OVERVIEW

# VCE REQUIREMENTS

The Victorian Certificate of Education is a two-year course. Students normally take 22 units over two years. However, they may undertake a larger or smaller number of units providing that the requirements for the award of the VCE are met, and the School approves. To meet the graduation requirements of the VCE, each student must satisfactorily complete a minimum of 16 units.

Each student must satisfactorily complete an approved combination of at least three units from the English group: English/EAL Units 1–4, Literature 1–4 with at least one at Unit 3/4 level. Students must also complete at least three Unit 3/4 studies other than English, which may include any number of English sequences once the English requirement has been met.

## **The VCE courses offered by Firbank Grammar School include:**

- Accounting
- Art Creative Practice
- Applied Computing
- Biology
- Business Management
- Chemistry
- Chinese First Language
- Chinese Second Language
- Chinese Second Language Advanced Dance
- Economics
- English
- English as an Additional Language
- Food Studies
- French
- Geography
- German
- Global Politics
- Health & Human Development
- History
- Legal Studies Literature
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics Media

- Music
- Physical Education
- Physics
- Psychology
- Theatre Studies
- Visual Communication Design

## **NOTE:**

**The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 & 4 of an English sequence is required for the calculation of a student's ATAR.**

Each subject offered for the VCE follows a sequence of four units. Units 1 and 2 are normally taken as a sequence at Year 11. Units 3 and 4 are normally taken at Year 12 and **must** be done as a sequence. While it is possible to enter studies at Units 1, 2 or 3, it is important to be guided by recommendations on the appropriate sequence indicated with the subject description.

## **EXTENSION STUDIES AT YEAR 12**

Extension studies in first-year university subjects from the University of Melbourne and Monash University are available for Year 12 students. They are undertaken outside the School's program and may be included as a fifth or sixth subject in the ATAR. Extension studies contribute

to satisfactory completion for the award of the VCE and satisfactory completion of the university subject may be credited towards a degree course.

## **TERTIARY SELECTION**

It is important to note that completion of VCE does not automatically qualify a student for entry into post-secondary education. The minimum entry requirement is satisfactory completion of the VCE (including satisfactory completion of one Unit 3 & 4 sequence study from the English group). Selection for most courses is based on an ATAR calculated from scaled study scores achieved in the Units 3 & 4 studies undertaken. Additional selection factors may include

completion of prerequisite studies, achievement of specified grades, interviews and presentation of folios.

An ATAR will place students on a percentile ranking, with a top rank of 99.95. This is decided after adding the student's study score from the English group, the next three highest-scoring subjects, and 10% of the student's 5th (and possibly 6th) study score. The increment for the fifth or sixth study may be replaced with an increment for satisfactory completion of an approved university study as part of the VCE extension study program.

The Victorian Tertiary Admissions Centre (VTAC) is responsible for student selection into most tertiary courses in Victoria. By investigating subjects that are of interest, students are able to locate the institution offering these subjects as major sequences. Students will then need to consult the booklet, VICTER, (VICTER 2025 for Year 11 and VICTER 2024 for Year 12), to note general entrance requirements, as well as prerequisites and scoring procedures for each course. This will assist them in selecting their VCE courses.

Students should not limit their investigations to the Victorian tertiary institutions covered by VTAC. They should also consider interstate institutions before deciding on courses. Applications to interstate institutions can be made through the state-based admission systems.

Career advice is available from the Careers Counsellor and all relevant publications are available for reference in the Careers Room.

At the beginning of Years 11 and 12, students and parents are provided (online) with a VCE Handbook containing specific information on the Victorian Curriculum & Assessment Authority and School regulations.

## YEAR 11 ACADEMIC PROGRAM

### COMPULSORY STUDIES:

**English - Units 1 & 2 or  
Literature - Units 1 & 2**

At Year 11, students select a program featuring a maximum of six subjects (12 VCE units), including the two units of compulsory studies. It is possible to do a seventh subject out of school hours, e.g. Languages, but consideration must be given to the added workload.

Students select their VCE program at Year 11 on the basis of academic ability, interest and intended career direction. Some students may undertake one Unit 3/4 subject in Year 11. To do so, they must have the School's approval. Approval will be based

on the student's demonstrated skills, organisation, application and Grade Point Average (GPA) at Year 10. In very exceptional circumstances, a student may be permitted to take two Unit 3/4 subjects and four Unit 1/2 subjects. This can only happen in consultation with the relevant Heads of Department and with the Director of Learning's approval.

Unit 3/4 subjects available to Year 11 students are: Accounting, Art Creative Practice (by invitation only), Biology, Business Management, Dance, Geography, Health & Human Development, History Revolutions, Languages - French, German, Chinese First Language, Chinese Second Language, Chinese Second Language, Chinese Second Language Advanced, Food Studies, Global Politics, Legal Studies, Music, Physical Education.

## ASSESSMENT AND REPORTING

There are two forms of assessment in each VCE unit.

## SATISFACTORY COMPLETION

For the satisfactory completion of a unit, a student must demonstrate achievement of each outcome for that unit. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. Each unit of study has between two and four outcomes.

For all studies, judgement about whether a unit has been completed satisfactorily is a school-based responsibility.

## GRADES

In Units 1 & 2, students will be assessed by the School on specific areas of work. Grades will be awarded on a scale of A+ to E and will be based on tests, practical reports, essays and assignments as appropriate to the subject.

## YEAR 12 ACADEMIC PROGRAM

### COMPULSORY STUDIES:

**English - Units 3 & 4 or  
English EAL - Units 3 & 4 or  
Literature - Units 3 & 4**

At Year 12, students normally select a program of five subjects (10 VCE units), including the two units of English.

Students entering Year 12 will have accumulated results in Units 1 and 2 (and possibly Units 3 and 4) from their Year 11 studies. The Year 12 courses selected must meet the requirements for the VCE award. It is also important for students to maximise their career potential and further study opportunities through careful selection of their VCE program.

## **ASSESSMENT AND REPORTING**

There are two forms of assessment in each VCE unit: satisfactory completion of a unit and coursework.

### **SATISFACTORY COMPLETION**

For the satisfactory completion of a unit, a student must demonstrate achievement of each outcome for that unit as specified by the Study Design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. Each unit of study has between two and four outcomes. For all studies, judgement about whether a unit has been completed satisfactorily is a school-based responsibility.

### **COURSEWORK**

Each sequence of Units 3 & 4 includes School Assessed Coursework (SACs) or School Assessed Tasks (SATs). Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design.

Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework count towards a student's Study Score in each VCE subject and ultimately towards the student's ATAR.

Grades are awarded for coursework in the range A+ to E. It should be noted that coursework assessments given to students and their total scores given for coursework may change as a result of statistical moderation by the Victorian Curriculum & Assessment Authority.

In most studies, at least 50% of the assessment will be based on externally set examinations.

## **ADDITIONAL REQUIREMENTS**

### **HOMEWORK**

Homework for all VCE subjects is set on a regular basis and students are expected to organise their time and meet work deadlines. The due dates for all SACs are given to students well in advance to allow time for planning.

Late work is not accepted unless the student has applied for and been granted an extension of time BEFORE the due date.

# AVAILABLE COURSES

Accounting	9
Applied Computing	10
Art Creative Practice	15
Biology	18
Business Management	22
Chemistry	25
Chinese First Language	30
Chinese Second Language	32
Chinese Second Language Advanced	34
Dance	36
Economics	38
English	41
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# ACCOUNTING

VCE Accounting explores the financial recording, reporting analysis and decision making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. It involves at least 40 percent theory, including the study of ethical considerations throughout the decision-making process.

## UNIT 1

### **Role of accounting in business**

This unit of study investigates the reasons for establishing a business and possible alternatives to operating a business.

## UNIT 2

### **Accounting and decision-making for a trading business**

In this unit of study, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Students use both manual and ICT methods, including spreadsheets.

## ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

## UNIT 3

### **Financial accounting for a trading business**

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system.

Students use the double entry system of recording financial data and preparing reports using the accrual basis of accounting. The ethical considerations of business owners when making decisions are also considered.

## 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. Further consideration of ethical decisions is also explored.

## ASSESSMENT UNITS 3 & 4

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
Written examination	50%

# APPLIED ACCOUNTING

## VCE APPLIED COMPUTING – UNITS 1 & 2

Students applying for accelerated eligibility will need academic approval from the Director of Learning and the Head of Technologies. VCE Applied Computing facilitates student-centered learning that enables students to build capabilities in critical and creative thinking and to develop communication and collaboration and personal, social and information and communications technology skills. Students are given practical opportunities and choices to create digital solutions for real-world problems in various settings.

Students are exposed to Information Technology concepts and tools that provide a pathway to further studies in business analysis, computer science, cybersecurity, games development, software engineering and telecommunications, and other careers relating to and incorporating digital technologies.

### UNIT 1

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions.

#### Area of Study 1 - Data Analysis

Students use software tools to create data visualisations in response to provided requirements and designs. The software tools are used for the collection, interpretation, and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams. They examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected. They also focus on the appropriate functions and techniques to

manipulate and validate data and to make use of suitable formats and conventions.

Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations.

#### Area of Study 2 - Programming

Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

A project plan is prepared to support an organised approach to problem solving. Students use software to record the identification and sequencing of tasks, time, allocation, dependencies, milestones and critical path. They record and monitor the progress of their working solution throughout the stages of the problem-solving methodology. Students do not have to use dedicated project management software.

### UNIT 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

#### Area of Study 1 - Innovative solutions

Students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

The innovative solution may take the form of a proof of concept, prototype or product. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)

- creating with digital systems such as drones, microcontrollers, nanosatellites, and robotic devices
- games development, multimedia programming or web
- authoring
- mixed realities such as augmented and virtual reality
- investigation/research project on innovative uses for emerging technologies such as blockchain
- any other innovative digital solution

#### **Area of Study 2 - Network security**

Students investigate how networks enable data and information to be exchanged locally and globally.

Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks and propose strategies for reducing security risks.

Students apply systems thinking skills when designing LAN's and proposing strategies for reducing security risks.

#### **ASSESSMENT**

- 2 Outcomes per semester
- Examination each semester

## **VCE APPLIED COMPUTING – UNITS 3 & 4**

### **UNIT 3: DATA ANALYSIS**

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

#### **Area of Study 1 - Data Analysis**

In this area of study, students' access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

The software solutions involve importing data from files to a database to identify patterns and relationships. Data is then imported into a spreadsheet for further refinement before presenting findings as data visualisations.

Validation and testing techniques are applied to ensure the reasonableness and completeness of the data used to develop data visualisations. Students justify the use of functions, formats and conventions in the development of their data visualisations.

## **Area of Study 2 - Data analytics: analysis and design**

In this area of study, students individually, determine and propose a research question and collect and analyse data. This is the first part of the School-assessed Task (SAT), involving analysis and design.

Students prepare a project plan, taking into account all stages of the problem-solving methodology. Students do not have to use dedicated project-management software. They determine the milestones of their project plans.

A range of methods is used to collect data for analysis. The analysis is stated in terms of requirements, data to support the research question, constraints and scope. Students generate design ideas for creating their database and/or spreadsheet solutions and infographics or dynamic data visualisations to present findings, which could

include annotations to indicate key functions and layouts. Evaluation criteria are developed and applied to select the preferred design idea. These evaluation criteria will be used to evaluate the efficiency and effectiveness of the infographics or dynamic data visualisations.

## **UNIT 4: DATA ANALYSIS**

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

### **Area of Study 1 - Data analytics: development and evaluation**

In this area of study, students develop the design they prepared in the first part of their SAT, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.

Effective designs and clarity of messages are key features of infographics and dynamic data

visualisations, which are designed to communicate findings intended for a target audience. Students use software tools and functions of database and/or spreadsheet software and data visualisation software to support the types of data being manipulated to transform the designs into infographics or dynamic data visualisations.

Students evaluate the quality of their infographics or dynamic data visualisations using the evaluation criteria and assess the effectiveness of their project plan in the development of their project.

## **Area of Study 2 - Cybersecurity: data and information security**

In this area of study, students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation.

## **ASSESSMENT UNITS 3 & 4**

Unit 3 – Outcome 1 – Data Visualisations	10%
Unit 3 – Outcome 2 – SAT (Analysis and Design)	15%
Unit 4 – Outcome 1 – SAT (Development and Evaluation)	15%
Unit 4 – Outcome 2 – Cybersecurity Analysis	10%
End of Year Exam	50%

## **VCE APPLIED COMPUTING – SOFTWARE DEVELOPMENT – UNITS 3 & 4**

Students applying for accelerated eligibility will need academic approval from the Director of Learning and the Head of the Technologies.

### **UNIT 3**

In this unit, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

#### **Area of Study 1 - Software development: programming**

In this area of study, students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing

working software modules. Students use a programming language and undertake the problem-solving activities of manipulation programming, validation, testing and documentation in the development stage.

The working modules do not have to be complete solutions and can focus on limited features of the programming language; however, students are expected to fully develop the working modules in accordance with the given designs. This will prepare students for creating a complete solution in Unit 4, Area of Study 1. Validation and testing techniques are applied to ensure modules operate as intended and internal documentation is written to explain the function of the modules.

Students apply computational thinking skills when interpreting given solution requirements and designs, and when developing them into working modules.

#### **Area of Study 2 - Software development: analysis and design**

In this area of study ,students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design.

Students prepare a project plan that includes student- determined and teacher-provided milestones that take into account all stages of the problem-solving methodology.

Students justify the selection of an appropriate development model and monitor and modify their project plans. They do not have to use dedicated project- management software.

A range of methods is used to collect data for analysis. Analysis tools and techniques are used to depict relationships between data, users and digital systems and to document the solution requirements, constraints and scope as a software requirements specification.

Students generate and document two or three design ideas for creating their solution. These could include annotations to indicate key functions and appearance. Evaluation criteria are developed and applied to select the preferred design idea. This design is then fully detailed, addressing the functionality and the user interface of the solution.

### **UNIT 4**

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

#### **Area of Study 1 - Software development: programming**

In this area of study, students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation.

Appropriate processing features of a programming language, including validation, are used to develop an efficient and effective software solution. Testing techniques are used to ensure the software solution meets requirements.

Students prepare a usability test that addresses the core features of their software solution. The test must be undertaken by at least two potential 'users' and the results recorded.

Students monitor and record the progress of their projects using the project plan. Details could include actual versus expected durations, achievement of milestones and annotations to explain progress.

Students evaluate the quality of their software solution using the evaluation criteria developed and assess the effectiveness of their project plan and development model in developing their project.

#### **Area of Study 2 - Cybersecurity: software security**

Organisations are increasingly dependent on the use of software to achieve their goals and objectives. In this area of study students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. Students analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies. Physical and software controls, security vulnerabilities, web application and third-party software risks are investigated. Students recommend risk management strategies to improve current practices, taking into account the key legal requirements and ethical issues faced by an organisation.

Students apply systems thinking skills when analysing and evaluating software development security strategies within an organisation, and when recommending a risk management plan to improve current practices.

#### **ASSESSMENT UNITS 3 & 4**

Unit 3 – Outcome 1 – Programming Folio -	10%
Unit 3 – Outcome 2 – SAT (Analysis and Design)	15%
Unit 4 – Outcome 1 – SAT (Development and Evaluation)	15%
Unit 4 – Outcome 2 – Network Security Analysis	10%
End of Year Exam	50%

# ART CREATIVE PRACTICE

## CHOICE OF ART FORMS AND MEDIUMS IN THIS SUBJECT

Art students can choose to produce artwork in a range of artforms including but not limited to: Painting, Photography, Printmaking, Digital Art, Sculpture, Ceramics, Textiles and Installation. There is a wide choice of mediums that can be explored within each artform. If there is a medium or artform, you would like to explore that is not on this list please discuss with the teacher of this subject.

## RATIONALE

In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

## STRUCTURE

### The study is made up of four units

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice
- Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

### **Area of Study 1: Artists, artworks and audiences**

Students study the practices of at least three artists to examine historical and contemporary artworks and practices. The artists may be selected from a range of societies and cultures.

### **Area of Study 2: The Creative Practice**

Students study the practices of at least three artists to examine historical and contemporary artworks and practices. The artists may be selected from a range of societies and cultures.

Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses. On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

### **Area of Study 3: Documenting and reflecting on the Creative Practice**

Students document the visual responses to the ideas they have explored, their creative and critical thinking, and their trials and experimentation with materials and techniques.

## ASSESSMENT

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

## **UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE**

### **Area of Study 1: Artists, artworks and audiences**

In this area of study, students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks. In Area of Study 1, students will select three artists for study. These artists must be from different periods of time and cultures and include at least one contemporary artist and at least one Australian artist.

### **Area of Study 2: The Creative Practice**

Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

### **Area of Study 3: Documenting and reflecting on the Creative Practice**

As artists, students reflect on their use of relevant components of the Creative Practice and evaluate and annotate their use of visual language to communicate ideas of personal interest. They use the language of the Structural and Personal Lenses to critically analyse and evaluate their personal explorations and visual responses.

## **ASSESSMENT**

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

## **UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE**

In this unit, students use Inquiry and Project-based learning as starting points to develop a Body of Work (a range of artworks that come from a personal interest and concept). They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

### **Area of Study 1: Investigation and presentation**

**Research and exploration:** In this area of study students use Project-based learning as they begin to develop a Body of Work (a range of artworks that the student personally develops and that comes from their own interest).

Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. The student's Body of Work begins with a personal response, presented in a finished artwork, and the research and documentation of their art practice.

**Resolution, presentation and critique:** Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research.

### **Area of Study 2: Personal investigation using the Creative Practice**

In this area of study, students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences.

The starting points for the Body of Work in Area of Study 2 may vary as students can continue to explore the ideas and issues from Area of Study 1, be influenced by the practices of other artists, or explore other ideas of personal interest.

## **UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE**

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

### **Area of Study 1: Documentation and critique of the Creative Practice**

In this area of study ,students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3. After beginning Unit 4 students present a critique to evaluate and reflect upon their use of the Creative Practice. They evaluate how they have responded to inspiration and influences throughout their Body of Work, and how they have explored and experimented with materials, techniques and processes in at least one selected art form to establish their visual language in personal visual responses.

### **Area of Study 2: Resolution and presentation of a Body of Work**

In this area of study, students continue to use Inquiry and Project-based learning as the basis for their use of the Creative Practice. They further develop and refine the Body of Work commenced in Unit 3 and continue their ongoing exploration and experimentation of personal responses. Using the feedback received from their critique, students progressively refine and resolve their ideas and visual language in their artworks. Students also consider the presentation and context of their Body of Work, and how ideas and meaning are communicated to a viewer or audience.

### **Area of Study 3: Comparison of artists, their practice and their artworks**

In this area of study students undertake research of artists, their practices and their artworks. They critically analyse and interpret the meanings and messages of artworks and use evidence and the appropriate Interpretive Lenses to support their interpretation and point of view. Using appropriate terminology, they compare the meanings and messages of historical and contemporary artworks.

## **ASSESSMENT:**

### **School-assessed Task:**

The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task. Details of the School- assessed Task for Units 3 and 4 are provided on page 35 of this study design. External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.

### **Percentage contributions to the study score in VCE Art Creative Practice are as follows:**

Units 3 and 4 School-assessed Task: 60 per cent:  
Folio and Finished artworks

Unit 4 School-assessed Coursework: 10 per cent:  
SAC end-of-year examination: 30 per cent:  
Examination Details of the assessment program are described in the sections on Units 3 and 4 in this study design

# BIOLOGY

## FULL SEQUENCE RECOMMENDED

### UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTION?

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.

#### **Area of Study 1: How do cells function?**

In this area of study, students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

#### **Area of Study 2: How do plant and animal systems function?**

In this area of study, students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

#### **Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?**

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.

In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

### UNIT 2: HOW DOES INHERITANCE IMPACT 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. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, as well as the environment and epigenetic factors, influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies 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.

### **Area of Study 1: How is inheritance explained?**

In this area of study, students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

### **Area of Study 2: How do inherited adaptations impact on diversity?**

In this area of study, students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

### **Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?**

In this area of study, students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Examples of investigation topics include, but are not limited to: genomic and epigenetic research; cloning for agriculture, horticulture or other purposes; assisted reproductive technologies; prenatal and

predictive genetic testing; strategies for maintaining genetic diversity within a species or population; the impact of introduced species; changes to specific keystone species on populations and ecosystems; or the use of biomimicry to solve human challenges or biopiracy of Indigenous knowledge.

### **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

### **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. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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.

### **Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?**

In this area of study, students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule

to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose.

Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

### **Area of Study 2: How are biochemical pathways regulated?**

In this area of study, students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

## **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 consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, 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.

### **Area of Study 1: How do organisms respond to pathogens?**

In this area of study, students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

Students consider that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

### **Area of Study 2: How are species related over time?**

In this area of study, students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required.

elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

### **Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?**

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across

Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

When undertaking the investigation students are required to apply the key science skills to develop a question, state an aim, formulate a hypothesis and plan a course of action to answer the question, while complying with safety and ethical guidelines.

#### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	20%
Unit 4 - School Assessed Coursework	30%
End-of-year examination	50%



# BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complex challenges facing decision-makers in managing these resources.

## UNIT 1: PLANNING A BUSINESS

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. In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Area of Study 1: The business idea

In this area of study, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

### Area of Study 2: Internal business environment and planning

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

### Area of Study 3: External environment

The external environment consists of all elements outside a business that may act as pressures or forces on its operations. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

## UNIT 2: ESTABLISHING A BUSINESS

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

### Area of Study 1: Legal requirements and financial considerations

It is essential to deal with legal and financial matters when establishing a business. In this area of study, students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

### Area of Study 2: Marketing a business

Establishing a strong customer base for a business is an important component of success. In this area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price,

product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relation strategies and the benefits and costs these can bring to a business.

### **Area of Study 3: Staffing a business**

Staff are one of a business's greatest assets and are an important consideration when establishing a business. The quantity and quality of staff have a direct link to business productivity and the achievement of business objectives. In this area of study, students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business in relation to the recruitment, selection and induction of staff.

Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

### **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

### **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.

### **Area of Study 1: Business foundations**

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between stakeholders and the different demands they can have on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

### **Area of Study 2: Human Resources**

In this area of study, students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure objectives are achieved. They consider Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory and Lawrence and Nohria's Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

### **Area of Study 3: Operations management**

The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study, students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

## **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 most efficiently and effectively to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### **Area of Study 1: Reviewing performance – the need for change**

In this area of study, students develop an understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. Students will apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.

### **Area of Study 2: Implementing change**

In this area of study, students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business.

They consider the principles of Senge's Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# CHEMISTRY

## FULL SEQUENCE RECOMMENDED

### UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

#### **Area of Study 1: How do the chemical structures of materials explain their properties and reactions?**

In this area of study, students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. Students may conduct flame tests to identify elements in the periodic table. They may model covalent, metallic and ionic structures using simple ball- and-stick models and may use computer simulations of the three-dimensional representations of molecules and lattices to better understand structures. They use solubility tables to experimentally identify unknown ions in solution. They respond to challenges such as developing their own reactivity series by reacting samples of metals with acids, oxygen and water.

#### **Area of Study 2: How are materials quantified and classified?**

In this area of study, students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. The selection of learning contexts should allow students to develop practical techniques to quantify amounts of substances and to investigate the chemistry of organic compounds. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved. They may construct models to visualise the similarities and differences between families of organic compounds. Students may use common substances in their experiments such as making glue from milk. They may investigate the environmental impact of the production of polymers: for example, the recycling of biodegradable polymers derived from natural resources such as biopolyethylene (Bio-PE). Students respond to challenges such as investigating how changing formulations for polymers affects their structure and properties: for example, by creating slime.

### **Area of Study 3: How can chemical principles be applied to create a more sustainable future?**

Knowledge of the structure and properties of matter has developed over time through scientific and technological research, leading to the production of a range of useful chemicals, materials and products for society. Chemists today, through sustainable practices, seek to improve the efficiency with which natural resources are used to meet human needs for chemical products and services. Chemists also learn from Aboriginal and Torres Strait Islander peoples about the ways that they sustainably modify and process raw materials using techniques developed over millennia. Sustainability requires innovation in designing and discovering new chemicals, production processes and product management systems that will provide increased yield or performance at a lower cost while meeting the goals of protecting and enhancing human health and the environment.

In this area of study students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy). Examples of investigation topics and possible research questions are provided below.

### **UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?**

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

### **Area of Study 1: How do chemicals interact with water?**

In this area of study, students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties of water and acid-base and redox reactions. Students develop their skills in the use of scientific equipment and apparatus. They may demonstrate their understanding of concentration using coloured solutions such as ammonium molybdate. Students explore pH: for example, by making their own indicators from natural materials, developing their own pH scale and comparing the accuracy of their indicators with commercial indicators. They may investigate redox reactions by comparing corrosion rates of iron in tap water and sea water or building simple cells to power a diode. They respond to challenges such as investigating the action of soda water on seashells and linking their findings to socio-scientific issues such as ocean acidification.

## **Area of Study 2: How are chemicals measured and analysed?**

In this area of study students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

The selection of learning contexts allow students to develop practical techniques to investigate substances that may be dissolved in water or found in soils, particularly salts, acids and bases, as well as gases.

Students develop their skills in the use of scientific equipment and apparatus. They use precipitation reactions to purify water: for example, by using iron or aluminium compounds to precipitate and remove phosphorus from wastewater. They perform acid-base titrations, such as comparing the ethanoic acid concentrations of vinegar, mayonnaise and tomato sauce. They construct calibration curves to analyse unknown concentrations of substances, such as the amount of nitrates or phosphates in water or soil samples. Students respond to challenges such as determining the set of standards required in setting up a calibration curve in colorimetry.

## **Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?**

Many of the 17 goals in the United Nations' 2030 Agenda for Sustainable Development relate to ensuring that people have access to potable water, clean air and good quality soil to meet their basic needs. The quality of water, air and soil must be monitored closely to ensure that human health and the environment are not compromised.

In this area of study, students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must

include the generation of primary data. They develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Unit 2 Area of Study 1 and/or Area of Study 2.

## **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated the set of outcomes specified for the unit. Tasks for assessment may be selected from the following:

- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response
- a poster

## **UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?**

In this unit, students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels, including the energy transformations involved and complete relevant calculations. Students study galvanic cells, fuel cells and electrolytic cells and apply the electrochemical series and Faraday's laws. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent, including predicting and explaining the conditions that will improve the efficiency and percentage yield of chemical processes.

## **Area of Study 1: What are the options for energy production?**

In this area of study, students focus on analysing and comparing a range of energy resources and technologies with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

Students determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

Students conduct practical investigations involving redox reactions and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

## **Area of Study 2: How can the yield of a chemical product be optimised?**

In this area of study, students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

Students investigate how the rate of a reaction can be controlled with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams.

Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products.

They investigate Le Chatelier's principle and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations.

Students investigate a range of electrolytic cells and examine the discharging and recharging processes

in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry and determine cell efficiencies.

## **UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?**

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit, students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

## **Area of Study 1: How can the diversity of carbon compounds be explained and categorised?**

In this area of study, students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

Students investigate trends in physical and chemical properties, study typical reactions and some of the reaction pathways of various organic families of compounds, and write balanced chemical equations for organic syntheses.

Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

## **Area of Study 2: What is the chemistry of food?**

Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of

calorimetry. They explore applications of food chemistry by considering the differences in structures of natural and artificial sweeteners, the chemical significance of the glycaemic index of foods, the rancidity of fats and oils, and the use of the term ‘essential’ to describe some amino acids and fatty acids in the diet.

### **Area of Study 3: Practical investigation**

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

The investigation requires the student to identify an aim, develop a question, formulate a hypothesis

and plan a course of action to answer the question, complying with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	16%
Unit 4 - School Assessed Coursework	24%
End-of-year examination	60%



# CHINESE FIRST LANGUAGE

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand the cultural contexts in which Chinese is spoken and appreciate their own and others' cultures
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

## Areas of Study 1–4

The areas of study for Chinese First Language comprise themes and topics, text types, styles of writing, vocabulary and grammar. They are common to all four units of the study and 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. There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- The world around us

## UNITS 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit  
(Units 1 & 2 are offered at Year 10 level).

### Unit 1: Outcomes

1. Establish and maintain a spoken or written exchange related to an issue of interest or concern (discussion or personal letter/email).

2. Interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts (responses to a spoken/written and a viewed text, extracting and using information and ideas to produce a response in a different text type).
3. Produce an imaginative piece in spoken or written form (a journal entry or a spoken personal account and a short story).

### Unit 2: Outcomes

1. Participate in a spoken or written exchange focusing on the resolution of an issue (a formal letter, an email or a role-play).
2. Produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts (responses to a spoken/written and a viewed text and comparison of information and ideas obtained in a given format).
3. Produce a personal or informative response, spoken or written, to a fictional text (an oral presentation, a personal blog, an article or a personal email).

### Unit 3: Outcomes

1. Present and exchange information, opinions and experiences and respond to questions (a short evaluative oral presentation, focusing on points for and against an aspect related to texts studied, and a response to questions).
2. Analyse and use information from spoken and viewed texts (written responses to specific questions or instructions, analysing and using the information provided in the texts).
3. Express ideas through the production of original, imaginative written texts (an imaginative written piece of 500–600 characters).

### **Unit 4: Outcomes**

1. Analyse and use information from written and viewed texts (written responses to specific questions or instructions analysing and using information provided from the texts).
2. Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of literature and the arts (a persuasive or evaluative written response of 500–600 characters to the extended study).
3. Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of literature and the arts (a short interview on an issue related to the texts chosen for the extended study).

### **Detailed Study**

A detailed study must be undertaken during Units 3 and 4. The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination. The detailed study should be based on a sub-topic related to one or more of the prescribed topics.

### **ASSESSMENT UNITS 3 & 4**

School Assessed Coursework	50%
End-of-year examination	50%

# CHINESE SECOND LANGUAGE

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand and appreciate the cultural contexts in which Chinese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

## Areas of Study 1–4

There are three prescribed themes for study in VCE Chinese Second Language:

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

## Unit 1: Outcomes

1. Exchange meaning in a spoken interaction in Chinese (participate in a conversation, interview, role-play or give a talk to the class about the selected subtopic, asking and answering questions).
2. Interpret information from two texts on the same subtopic presented in Chinese and respond with writing in Chinese and English (write a descriptive summary of a film including information from a review, listen to a conversation and view a map to write directions, or read an article and listen to an announcement to write instructions).
3. Present information, concepts and ideas in writing in Chinese on the selected subtopic, for a specific audience and purpose (create a written presentation which may include pictures and can be supported by media such as Photo Story or PowerPoint, or write an imaginative children's story).

## Unit 2: Outcomes

1. Respond by writing in Chinese to spoken, written or visual texts presented in Chinese (write a personal answer to an email, an informative blog in response to texts or respond in a written letter to a radio announcement/editorial).
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese (describe in writing an experience seen from different perspectives, write a reflective article on a cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs, or evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society).
3. Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken (narrate a life story, event or incident that highlights an aspect of culture, tell the class a personal/ reflective story about a cultural event or present and explain an aspect of culture referring to a portfolio/PowerPoint presentation).

## ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

## Unit 3: Outcomes

1. Participate in a spoken exchange in Chinese to resolve a personal issue (a short role-play, focused on negotiating a solution to a personal issue).
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).
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: Outcomes**

1. Share information, ideas and opinions in a spoken exchange in Chinese (a short interview providing information and responding to questions about a cultural product or practice).
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).
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).

### **ASSESSMENT UNITS 3 & 4**

School Assessed Coursework	50%
End-of-year examination	50%

# CHINESE SECOND LANGUAGE ADVANCED

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand and appreciate the cultural contexts in which Chinese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

## Areas of Study 1–4

There are three prescribed themes for study in VCE Chinese Second Language Advanced:

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

## Unit 1: Outcomes

1. Exchange meaning in a spoken interaction in Chinese (participate in a conversation, interview, role-play or give a talk to the class about the selected subtopic, asking and answering questions).
2. Interpret information from two texts on the same subtopic presented in Chinese and respond with writing in Chinese and English (write a descriptive summary of a film including information from a review, listen to a conversation and view a map to write directions, or read an article and listen to an announcement to write instructions).
3. Present information, concepts and ideas in writing in Chinese on the selected subtopic, for a specific audience and purpose (create a written presentation which may include pictures and can be supported by media such as Photo Story or PowerPoint, or write an imaginative children's story).

## Unit 2: Outcomes

1. Respond by writing in Chinese to spoken, written or visual texts presented in Chinese (write a personal answer to an email, an informative blog in response to texts or respond in a written letter to a radio announcement/editorial).
2. Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese (describe in writing an experience seen from different perspectives, write a reflective article on a cultural insight, such as the attitudes of Chinese-speaking people in Australia and elsewhere to traditional customs, or evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society).
3. Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken (narrate a life story, event or incident that highlights an aspect of culture, tell the class a personal/ reflective story about a cultural event or present and explain an aspect of culture, referring to a portfolio/PowerPoint presentation).

## ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit (Units 1 & 2 are offered at Year 10 level).

## Unit 3: Outcomes

1. Participate in a spoken exchange in Chinese to resolve a personal issue (a short role-play, focused on negotiating a solution to a personal issue).
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).
3. Express ideas in a personal, informative or imaginative piece of writing in Chinese (an approximately 250-character personal, informative or imaginative piece of writing).

### **Unit 4: Outcomes**

1. Share information, ideas and opinions in a spoken exchange in Chinese (a short interview providing information and responding to questions about a cultural product or practice).
2. Analyse information from written, spoken and viewed texts for use in a written response in Chinese (an approximately 300-character written response for a specific audience and purpose, incorporating information from three or more texts).
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese (an approximately 350-character evaluative or persuasive piece of writing).

### **ASSESSMENT UNITS 3 & 4**

School Assessed Coursework	50%
End-of-year examination	50%

# DANCE

**PREREQUISITE: THREE YEARS OF REGULAR DANCE TRAINING IN ANY STYLE SINCE THE AGE OF 10.**

## UNITS 1 & 2

Students will be immersed in the exciting physical and conceptual possibilities dance has to offer. Dance is the language of movement and is a powerful tool that develops a student's physical awareness and understanding of the body as an instrument of expression. Students will develop kinesthetic awareness by composing dance creations. They will develop confidence in and an understanding of themselves as movers. VCE Dance Units 1 and 2 is offered as a full-year subject. There are components of both practical and theoretical learning.

### UNIT 1

In this unit, students explore the potential of the body as an instrument of expression in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement from different cultures, traditions and styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work, they develop an understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, as well as about care and maintenance of the body. They apply this knowledge through regular and systematic dance training.

### ASSESSMENT UNIT 1

- Written reflection and analysis of other choreographic dance works and discussion of influences on their own dance making
- Choreograph and perform an original duo and group work
- Perform a learnt group work
- Demonstrate safe dance practice and describe the physiology of the body

## UNIT 2

In this unit, students extend their personal movement vocabulary and skill in using a choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo dance work - choreographing, rehearsing and preparing for performance. Students may also study material such as dance from other cultures, musical theatre, the work of tap, jazz, ballet and modern dance. Students make links between the theoretical and practical aspects of dance across the areas of study and analyse how their own and other choreographers' intentions are communicated, through the ways movement has been manipulated and structured.

### ASSESSMENT UNIT 2

- A written analysis of the elements of movement within selected dance styles and work
- Choreograph and perform an original group work
- Perform a learnt solo work and report on the process from rehearsal to performance

## UNITS 3 & 4

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance, students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

## **UNIT 3**

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training, learning and performing a duo or group dance work created by another choreographer. They continue developing their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth or twenty-first centuries. These dance works must be selected from the prescribed list of dance works for Unit 3.

Students analyse the dance design and use of movement vocabulary in the selected works, considering influences on the choreographers' choices of intention, movement vocabulary and the influence these choreographers, as well as the selected dance works, have had on the arts and society.

- Analyse two selected dance works
- Choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work
- Learn, rehearse, prepare for performance and perform a group dance work by another choreographer and analyse the processes used

## **UNIT 4**

In this unit, students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work, students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first-century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships.

- Analyse a selected group dance work
- Choreograph, rehearse, perform and analyse their realisation of a solo dance work

### **NOTE:**

**The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, as well as an end-of-year written examination.**

## **ASSESSMENT UNITS 3 & 4**

Unit 3 & 4 - School Assessed Coursework	25%
Unit 4 - Performance examination	50%
Unit 4 - Written examination	25%

# ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making.

Studying economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis, and collectively as a society, to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

## UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

In studying the behaviour of consumers and businesses, students learn how economics is a dynamic and constantly evolving field. As a social science, economics examines the way humans behave and the decisions made to meet the needs and wants of society. In this unit, students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

### **Area of Study 1: Thinking like an economist**

Economics influences everyone, irrespective of background. In this area of study, students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions.

### **Area of Study 2: Decision making in markets**

Students will learn how the Australian economy uses the market-based system to allocate resources. Markets are essentially places where goods and services are bought and sold. One of the key economic tools they will learn about is how prices change and how resources are allocated according

to the basic demand and supply model. Using contemporary case studies, students will make connections between the theory and the workings of different markets in the Australian and world economy.

## UNIT 2: CONTEMPORARY ECONOMIC ISSUES

In this unit of study, students will look at contemporary issues which spark interest, opinion and debate within the community. Students will gain an understanding of how decisions made by consumers, businesses and governments may benefit some stakeholders but conflict with others and how choices need to be made. An example of such a debate would be the issue of whether economic growth can be attained while also achieving environmental sustainability. Students will also examine the role of the global economy in impacting the standard of living of countries throughout the world.

### **Area of Study 1: Economic growth, long-term economic prosperity and environmental sustainability**

In this area of study, students consider the meaning and importance of economic growth and its effect on material and non-material living standards. The Australian Government generally pursues policies that are focused on at least maintaining, and in some cases, increasing the rate of economic growth. Economic growth is generally thought to promote improvements in living standards as it is associated with increasing incomes, literacy rates and health outcomes. Students evaluate the effect of an ever-growing economy on other aspects of modern life. Does economic growth make life better or are there some costs involved?

### **Area of Study 2: Economic efficiency and equity**

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society. In this area of study, students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia.

### **Area of Study 3: Economic growth, long-term economic prosperity and environmental sustainability**

In this area of study, students investigate one or more contemporary global economic issues. Students examine the selected economic issues from the perspective of the relevant stakeholders and evaluate decisions that may have been made regarding these issues. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy.

### **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and formal examinations at the end of each semester.

### **UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY**

In Unit 3, students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

### **Area of Study 1: An introduction to microeconomics: the market system, resource allocation and government intervention**

In this area of study, students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce

and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced.

### **Area of Study 2: An introduction to microeconomics: the market system, resource allocation and government intervention**

In this area of study, students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy.

### **Area of Study 3: Australia and the world economy**

In this area of study, students examine the reasons why Australia engages in international transactions such as the exchange of goods and services and the movement of savings and investment capital, and evaluate how these transactions might affect living standards.

### **UNIT 4: MANAGING THE ECONOMY**

In Unit 4, students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

### **Area of Study 1: Aggregate demand policies and domestic economic stability**

In this area of study, students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

## **Area of Study 2: Aggregate supply policies**

In this area of study, students examine the nature and operation of aggregate supply policies and the different approaches that governments may take to promote competition and efficiency. Students will analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards in the short and long-term.

## **ASSESSMENT UNITS 3 & 4**

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year external examination.



# ENGLISH

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## UNIT 1:

### **Area of Study 1: Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

**Outcome 1:** On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

### **Area of Study 2: Crafting texts**

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

**Outcome 2:** On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

## UNIT 2:

### **Area of Study 1: Reading and exploring texts**

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

**Outcome 1:** On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

### **Area of Study 2: Exploring argument**

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

**Outcome 2:** On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

## **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

## **UNIT 3:**

### **Area of Study 1: Reading and responding to texts**

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

**Outcome 1:** On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

### **Area of Study 2: Creating texts**

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

**Outcome 2:** On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

## **UNIT 4:**

### **Area of Study 1: Reading and responding to texts**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts,

and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

**Outcome 1:** On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

#### **Area of Study 2: Analysing argument**

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

**Outcome 2:** On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

#### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year external examination	50%

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## UNIT 1

### **Area of Study 1: Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

**Outcome 1:** On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

### **Area of Study 2: Crafting texts**

In this area of study, students engage with and develop an understanding of effective and cohesive

writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

**Outcome 1:** On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

## UNIT 2

### **Area of Study 1: Reading and exploring texts**

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

**Outcome 1:** On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

## **Area of Study 2: Exploring argument**

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

**Outcome 1:** On completion of this unit the student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

## **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

## **UNIT 3**

### **Area of Study 1: Reading and responding to texts**

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and

the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence

the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

**Outcome 1:** On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

### **Area of Study 2: Creating texts**

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

**Outcome 2:** On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

## **UNIT 4**

### **Area of Study 1: Reading and responding to texts**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

**Outcome 1:** On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

### **Area of Study 2: Analysing argument**

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

**Outcome 2:** On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year external examination	50%

# FOOD STUDIES

## UNIT 1: FOOD ORIGINS

In this unit, students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

### **Area of Study 1: Food around the world**

In this area of study, students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

### **Area of Study 2: Food in Australia**

In this area of study, students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed

a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health.

## UNIT 2: FOOD MAKERS

In this unit, students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. 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.

### **Area of Study 1: Australia's food systems**

In this area of study, students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

### **Area of Study 2: Area of Study 2: Food in the home**

In this area of study, students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home.

## ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks include designing and developing practical food solutions in response to different scenarios, small exercises, tests assignments reports and an examination.

## **UNIT 3: FOOD IN DAILY LIFE**

In this unit, students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

### **Area of Study 1: The science of food**

In this area of study, students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

### **Area of Study 2: Food choices, health and wellbeing**

In this area of study, students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families.

## **UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES**

In this unit, students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

### **Area of Study 1: Navigating food information**

In this area of study, students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets.

They reflect on a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the principles of evidence-based research and healthy eating recommendations that support the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Practical activities provide opportunities for students to extend their understandings about food selections and repertoires that reflect the healthy eating recommendations of Australian Dietary Guidelines.

### **Area of Study 2: Environment and ethics**

In this area of study, students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. Students explore a range of debates through identifying issues, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	30%
Unit 4 - School Assessed Coursework	30%
End-of-year external examination	40%

# FRENCH

This study is designed to enable students to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

## **Areas of Study 1–4**

Each of the four units deals with language and specific content contained in the areas of study comprising grammar, text types, vocabulary and kinds of writing. They are linked to three broad themes, from which a number of topics are drawn. They are:

- The individual (personal identity and lifestyles, relationships, aspirations, education and careers)
- The French-speaking communities (cultural heritage, historical and contemporary perspectives, lifestyles in French-speaking countries and communities)
- The world around us (global and contemporary society, communication and media, the influence of science and technology)

## **Unit 1: Outcomes**

Students develop an understanding of the languages and culture/s of French-speaking communities through three different subtopics. Students reflect on the interplay between language and culture and its impact on language use.

1. Establish and maintain an informal, personal spoken interaction in French.
2. Interpret information from two texts in French (written, spoken or audiovisual) on the same subtopic and respond in writing in French and English.
3. Present information, concepts and ideas in writing in French for a specific audience and purpose.

## **Unit 2: Outcomes**

Students develop an understanding of language and culture through three or more subtopics. Cultural products or practices are considered.

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

## **ASSESSMENT UNITS 1 & 2**

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. A semester examination contributes 25% to the overall mark for each semester unit.

### **Unit 3: Outcomes**

Students investigate how French speakers interpret and express ideas, negotiate and persuade through three or more subtopics.

1. Participate in a spoken exchange in French to resolve a personal issue.
2. Interpret information from texts and write responses in French.
3. Express ideas in a personal, informative or imaginative piece of writing in French.

### **Unit 4: Outcomes**

Students investigate aspects of culture through two or more subtopics. They identify and reflect on cultural products or practices.

1. Share information, ideas and opinions in a spoken exchange in French.
2. Analyse information from written, spoken and viewed texts for use in a written response in French.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

## **ASSESSMENT UNITS 3 & 4**

School Assessed Coursework	50%
End-of-year external examination (Oral and written)	50%

# GEOGRAPHY

## UNIT 1: HAZARDS AND DISASTERS

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and/or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

### **Area of Study 1: Characteristics of hazards**

In this area of study, students examine hazards and hazard events, and analyse the impacts of hazard events. They study at least two specific hazards at different scales. Students select one hazard from at least two different types of hazards listed above, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and to undertake fieldwork.

### **Area of Study 2: Response to hazards and disasters**

In this area of study, students distinguish between a hazard and a hazard event, which can result in a disaster depending on its impact and interconnections. They explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. Students consider natural and human factors influencing the nature of responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the capacity of government organisations and communities to act, issues and challenges that arise from responses to hazards and hazard events, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

## UNIT 2: TOURISM: ISSUES AND CHALLENGES

In this unit, students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition).

The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

### **Area of Study 1: Characteristics of tourism**

In this area of study, students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations, and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. The selection of examples should allow students to work with a range of information sources, for example statistical data, digital images, streamed video, geospatial technologies and a variety of maps at various scales, as well as to undertake fieldwork.

## **Area of Study 2: Impact of tourism: issues and challenges**

In this area of study, students explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment. They investigate at least one tourism location using appropriate fieldwork techniques, and one location elsewhere in the world that requires an investigation of ethical tourism. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This fieldwork site could be the same fieldwork site explored in Area of Study 1. They investigate the interconnection of the two selected locations with their surrounding region and national context.

## **ASSESSMENT UNITS 1 & 2**

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

## **UNIT 3: CHANGING THE LAND**

This unit focuses on two investigations of geographical change: change to land use and change to land cover. Land use change is investigated by fieldwork and involves visiting a site to investigate the processes and impacts of land use change.

Natural land and cover is altered by many processes such as geomorphological events, plant succession and climate change. Students investigate two major processes that are changing land cover in many regions of the world:

- 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 patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. There are two areas of investigation; population dynamics, and population issues and challenges.

Population dynamics is the study of population distribution and the phenomena such as fertility, mortality and migration which alter the characteristics of a population. Case studies highlight how different economic and political conditions and social structures can affect the characteristics of a population. Population issues and challenges are investigated by two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

## **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End of year examination	50%

# GERMAN

This study is designed to enable students to:

- communicate with others in German in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which German is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

## **Areas of Study 1–4**

Each of the four units deals with language and specific content contained in the areas of study comprising grammar, text types, vocabulary and kinds of writing. They are linked to three broad themes, from which a number of topics are drawn. They are:

- The individual (personal identity and lifestyles, relationships, aspirations, education and careers)
- The German-speaking communities (cultural heritage, historical and contemporary perspectives, lifestyles in German-speaking countries and communities)
- The world around us (global and contemporary society, communication and media, the influence of science and technology)

## **Unit 1: Outcomes**

Students develop an understanding of the languages and culture/s of German-speaking communities through three different subtopics. Students reflect on the interplay between language and culture and its impact on language use.

1. Establish and maintain an informal, personal spoken interaction in German.

2. Interpret information from two texts in German (written, spoken or audiovisual) on the same subtopic and respond in writing in German and English.
3. Present information, concepts and ideas in writing in German for a specific audience and purpose.

## **Unit 2: Outcomes**

Students develop an understanding of language and culture through three or more subtopics. Cultural products or practices are considered.

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

## **ASSESSMENT UNITS 1 & 2**

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. A semester examination contributes 25% to the overall mark for each unit.

## **Unit 3: Outcomes**

Students investigate how German speakers interpret and express ideas, negotiate and persuade through three or more subtopics.

1. Participate in a spoken exchange in German to resolve a personal issue.
2. Interpret information from texts and write responses in German.
3. Express ideas in a personal, informative or imaginative piece of writing in German.

### **Unit 4: Outcomes**

Students investigate aspects of culture through two or more subtopics. They identify and reflect on cultural products or practices.

1. Share information, ideas and opinions in a spoken exchange in German.
2. Analyse information from written, spoken and viewed texts for use in a written response in German.
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

### **ASSESSMENT UNITS 3 & 4**

School Assessed Coursework	50%
End-of-year external examination (Oral and written)	50%

# GLOBAL POLITICS

Units 3 and 4 Global Politics involves a study of issues that affects international relations such as terrorism, armed conflict, refugees, human rights and the rise of China as a major power. The role of international organisations such as the United Nations and the International Criminal Court is also examined, as are non-state actors such as NGOs and terrorist groups.

## UNIT 3

### **Area of Study 1: Global Actors**

The course begins with a study of the major actors in global politics and their use of power to achieve stated objectives. This includes actors such as states, the UN, International Criminal Court, NGOs and transnational corporations. Some of the issues investigated include UN responses to North Korea's testing of nuclear weapons, the power of terrorist groups, and the responses of environmental NGOs to oil exploration in the Great Australian Bight.

### **Area of Study 2: Power in the Asia-Pacific**

China is used as a case study to examine how states in the Asia-Pacific region use various types of power to achieve their national interests. China's key national interests are identified and its uses of power to achieve these objectives are evaluated for their effectiveness. This involves studying China's relationship with other states in the region such as the United States, Australia and Japan, together with internal politics within China, such as human rights issues and responses to criticisms of Communist Party rule.

## UNIT 4

### **Area of Study 1: Ethical Issues and debates**

Students will study two key ethical issues: refugees and human rights. The refugee issue focuses on the response of Germany to refugees from Syria. This is compared to responses by other states, NGOs and the UN.

Human rights are looked at through debates such as whether or not they are universal and applicable to all. The area of study questions if human rights are a western concept that clashes with the cultural or religious values of particular states such as China and Saudi Arabia.

Students will investigate the effectiveness of international treaties on refugees and human rights.

### **Area of Study 2: Crises and Responses**

The course concludes by investigating crises such as armed conflict and terrorism. One armed conflict is studied with regard to the causes of conflict, the groups and states involved and the effectiveness of responses by the international community. Global terrorism is examined through a case study of the 'Islamic State' terrorist group and the effectiveness of responses by states. State terrorism is also examined through a case study of the Assad regime in Syria and its use of violence against its own population.

## ASSESSMENT UNITS 3 & 4

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# HEALTH AND HUMAN DEVELOPMENT

## 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 investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

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. Indicators used to measure and evaluate health status are investigated.

### Areas of Study

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

## UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health, 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 at 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.

### Areas of Study

1. Developmental transitions
2. Health care in Australia

## ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school-based. Procedures for assessment of achievement in Units 1 and 2 are a matter of school decision.

Suitable tasks for assessment in this unit may be selected from the following:

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

## UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### **Areas of Study**

1. Understanding health and wellbeing
2. Promoting health and wellbeing

### **UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT**

This unit examines health and wellbeing, as well as 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 the burden of disease over time and studying the key concepts of sustainability and human development.

Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. They also investigate global action to improve health and wellbeing, in addition to human development, focusing on the United Nations Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### **Areas of Study**

1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# HISTORY

## UNITS 1 & 2: MODERN HISTORY

### UNIT 1: CHANGE & EFFECT

Students explore the nature of political, social and cultural change in the periods between world wars. This unit allows students to deepen their understanding of this pivotal period in history, whilst exploring events, ideologies and concepts from this time in more depth.

#### **Area of Study 1: Ideology and conflict**

In this area of study, students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation-states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of Germany. They consider the aims, achievements and limitations of the League of Nations. Students will learn how the new ideologies of socialism, communism and fascism gained popular support and contributed to the world which became increasingly hostile and unstable. Finally, students will investigate how widespread economic instability, the failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict.

#### **Area of Study 2: Social and cultural change**

In this area of study, students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, along with their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression.

The period between wars was characterised by significant social and cultural change. This Area of Study will focus on life in Germany between wars, focusing on developments in the creative arts during the Weimar period in the 1920s and the impact

of Nazi ideology in the persecution of the Jewish community in Germany during the 1930s. Students will also study the USA during the decades between the wars by learning how prohibition and racial segregation affected the lives of many people, as did the presence of groups such as the Ku Klux Klan. While the 1920s was characterised by material progress, new technologies, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship to many nations.

### UNIT 2: THE CHANGING WORLD ORDER

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

#### **Area of Study 1: Ideology and conflict**

In this area of study, students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. Students investigate the causes of the Cold War in the decades that followed World War Two. They analyse the significant contribution of events, ideologies and individuals, and the consequences for nations and people in the period of 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts and proxy wars such as those in Berlin, Korea, Cuba and Vietnam.

Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.

#### **Area of Study 2: Challenge and change**

In this area of study, students focus on how traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth

century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and how change was sometimes resisted. Students explore the causes of significant political and social events and movements and their consequences for nations and people.

While the Cold War dominated the second half of the twentieth century, social and political challenges, continuities and changes occurred within and between nations based on religion, nationalism, race, gender and human rights. This Area of Study will look at how regional conflicts continued and emerged, including the Arab-Israeli conflict. Finally, students will study how terrorism, although not a new phenomenon, took on new dimensions and became increasingly global, such as the attack in the USA on 11 September 2001, and the Bali Bombings in 2002, particularly with the rise of prominent groups such as Al Qaeda.

## ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

## UNIT 3 & 4: HISTORY REVOLUTIONS

In Units 3 and 4, students investigate the significant historical causes and consequences of political revolution. Revolutions are caused by the interplay of ideas, events, individuals and popular movements.

Students undertaking this study focus on the tensions and conflicts that generated change and the desire for it. A detailed study is made of the new society to assess the extent to which the ideals of the revolution were achieved. The consequences of a revolution have a profound effect on the political and social structures that develop in the aftermath.

### Area of Study

Students are required to study two revolutions and they complete two areas of study for each revolution. The two revolutions of study are the American Revolution and the Russian Revolution.

#### Area of Study 1: The American Revolution

The American Revolution was primarily an ideological revolution, although the breaking from Britain involved a bloody war in which many soldiers on both sides lost their lives. The political system which developed after the revolution has been a model for a number of new nations seeking independence.

#### Area of Study 2: The Russian Revolution

The Russian Revolution was inspired by a desire to replace an autocratic and outdated system of government. Although a variety of political ideologies informed the upheaval, it was the idea of communism and the leadership of people such as Lenin and Trotsky which created the new society.

For both the American and Russian Revolutions the content will cover:

- The events and other conditions that contributed to the outbreak of revolution
- The ideas that played a significant role in challenging the existing order
- The role of individuals in bringing about revolution and shaping the new society
- The contribution of popular movements
- The challenges that faced the new regime
- The diverse revolutionary experiences of social groups and their everyday lives

## ASSESSMENT UNITS 3 & 4

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# LEGAL STUDIES

VCE Legal Studies examines the institutions and principles that 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.

Through studying Legal Studies, students will develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice: fairness, equality and access.

## UNIT 1: GUILT AND LIABILITY

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime or liable in a civil dispute.

### Area of Study 1: Legal foundations

Upon completion of this unit, the student should be able to describe the main sources and types of law and assess the effectiveness of laws.

### Area of Study 2: The presumption of innocence

Upon completion of this unit, the student should be able to explain the purposes and key concepts of criminal law and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

### Area of Study 3: Civil liability

Upon completion of this unit, the student should be able to explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

## UNIT 2: SANCTION, REMEDIES AND RIGHTS

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, as well as the purposes and types of sanctions and remedies and their effectiveness.

### Area of Study 1: Sanctions

Upon completion of this unit, the student should be able to 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.

### Area of Study 2: Remedies

Upon completion of this unit, the student should be able to explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

### Area of Study 3: Rights

Upon completion of this unit, the student should be able to evaluate how rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

## ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school based.

## UNIT 3: RIGHTS AND JUSTICE

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts that operate within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the role of key personnel and the ability of sanctions and remedies to achieve their purposes. Students will also investigate the extent to which the principles of justice are upheld in the justice system and discuss recent and recommended reforms designed to uphold these principles.

### **Area of Study 1: The Victorian criminal justice system**

Upon completion of this unit, the student should be able to explain the rights of the accused and 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.

### **Area of Study 2: The Victorian criminal justice system**

Upon completion of this unit, the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

## **UNIT 4: THE PEOPLE AND THE LAW**

In this unit, students explore how the Australian Constitution established the law-making powers of the Commonwealth and State parliaments, protecting the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High

Court in protecting and interpreting the Australian Constitution. They investigate parliament, the courts and the relationship between the two in law-making, considering the roles of the individual, the media and law reform bodies in influencing law reform.

### **Area of Study 1: Sanctions**

Upon completion of this unit, the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate how the Australian Constitution acts as a check on parliament in law-making.

### **Area of Study 2: The people, the parliament and the courts**

Upon completion of this unit, the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform and analyse how individuals, the media and law reform bodies can influence a change in the law.

## **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# LITERATURE

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

## UNIT 1

### Area of Study 1: Reading practices

In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

**Outcome 1:** On completion of this unit the student should be able to respond to a range of texts through close analysis.

### Area of Study 2: Exploration of literary movements and genres

In this area of study, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

**Outcome 2:** On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

## UNIT 2

### Area of Study 1: Voices of Country

In this area of study, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and

challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

**Outcome 1:** On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

#### **Area of Study 2: The text in its context**

In this area of study, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

**Outcome 2:** On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

### **ASSESSMENT UNITS 1 & 2**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

## **UNIT 3**

### **Area of Study 1: Adaptations and transformations**

In this area of study, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

**Outcome 1:** On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

#### **Area of Study 2: Developing interpretations**

In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory.

A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

**Outcome 2:** On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

## UNIT 4

### Area of Study 1: Creative responses to texts

In this area of study, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.

They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

**Outcome 1:** On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

### Area of Study 2: Close analysis of texts

In this area of study, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to

textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

**Outcome 2:** On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

## ASSESSMENT UNITS 3 & 4

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# MATHEMATICS

## VCE MATHEMATICS

Students can undertake the study of one or more Mathematics study courses offered by VCAA. The study choice depends on the Mathematics course completed at Year 10 level.

### NOTE:

**It is a recommendation that VCE students do pursue at least one Mathematics study although it is not an expectation.**

### Courses to choose from:

- Foundation Mathematics (Units 1-4)
- General Mathematics (Units 1-4) formerly known as Further Mathematics
- Mathematical Methods (Units 1-4)
- Specialist Mathematics (Units 1-4)

## STUDY ONLINE

### Foundation Mathematics Units 1-4

Provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

### General Mathematics Units 1-4

Provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

### Mathematical Methods Units 1-4

Provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

### Specialist Mathematics Units 1-4

Provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

## ASSESSMENT UNITS 1 & 2

For Units 1 & 2 Mathematics studies there are periodic assessments that students undertake as part of their learning to meet the VCAA outcomes for the course. Whilst it is important that students complete all stipulated outcomes, these scores do not count towards VCE study score.

### The assessments are: Summative (and / or) Formative and are varied in form of:

- Topic Tests
- Open and closed ended assessments by way of Problem Solving, Analysis and Modelling tasks (including projects)
- Mathematical Investigation Task

## POSSIBLE COMBINATIONS OF MATHEMATICS UNITS AT FAIRBANKS

### **UNITS 1 & 2**

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- General Mathematics and Mathematical Methods
- Mathematical Methods
- Mathematical Methods and Specialist Mathematics
- Mathematical Methods and Specialist Mathematics

### **UNITS 3 & 4**

- Foundation Mathematics
- General Mathematics or Foundation Mathematics
- Mathematical Methods (and/or) General Mathematics
- General Mathematics and Mathematical Methods
- Mathematical Methods
- Mathematical Methods and Specialist Mathematics
- General Mathematics and Mathematical Methods
- Specialist Mathematics

## **ASSESSMENT UNIT 3 & 4**

### **School based assessments for Units 3 & 4.**

#### **Mathematics studies:**

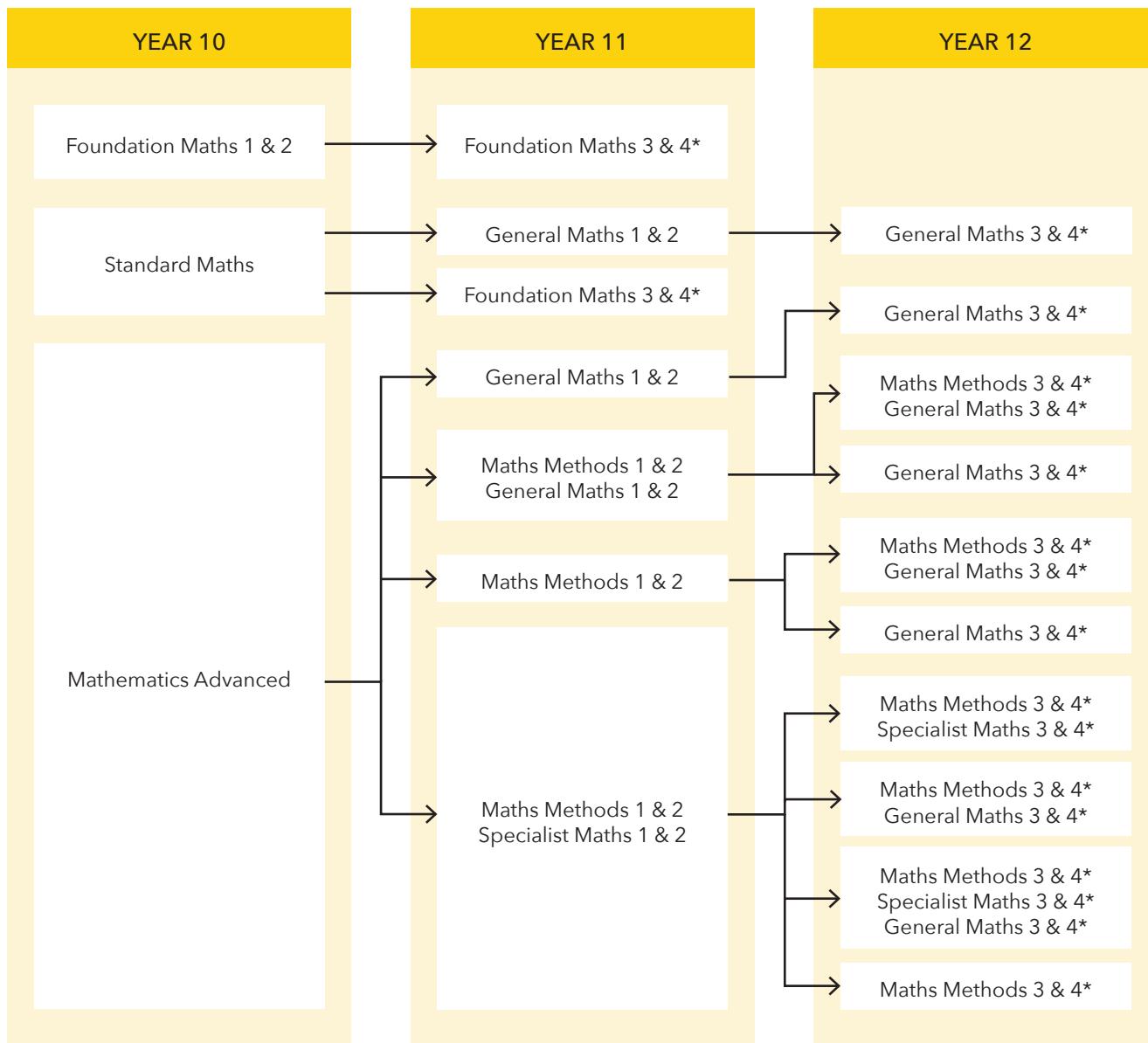
There are VCAA guided SAC's that students undertake as part of their learning to meet the VCAA outcomes for the course. The performance in these assessments counts towards the calculation of the final study score of each of the study courses.

### **External Assessments for Units 3 & 4**

#### **Mathematics studies:**

Besides the SAC work, all Unit 3 & 4 students undertake the VCE examination for their respective study in Oct-Nov and this exam performance also contributes towards the calculation of the study score.

COURSE	UNIT 3 SAC	UNIT 4 SAC	UNITS 3 & 4
Foundation Mathematics Non-CAS Course	40%	20%	40% (One Examination) Scientific Calculator + Notes
General Mathematics	24%	16%	60% (Two Examinations) Exam 1: 20% CAS + Notes Exam 2: 40% CAS + Notes
Mathematical Methods	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS + Notes
Specialist Mathematics	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS + Notes



# MEDIA

## UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms to develop and produce representations, demonstrating an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

### ASSESSMENT UNIT 1

Media representations	20%
Media forms in production	40%
Australian stories	20%
Exam	20%

## UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and film-making are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images, sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

### ASSESSMENT UNIT 2

Narrative, style and genre	20%
Narratives in production	40%
Media and change	20%
Exam	20%

## **UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION**

In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre- production processes appropriate to their selected media form and develop written and visual documentation to support the production and postproduction of a media product in Unit 4.

### **Areas of Study**

1. Narrative and ideology
2. Media production development
3. Media production design

## **UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA**

In this unit, students focus on the production and postproduction stages of media, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

### **Areas of Study**

1. Media production
2. Agency and control in and of the media

## **ASSESSMENT UNIT 3 & 4**

Units 3 & 4 - School Assessed Coursework	20%
Units 3 & 4 - School Assessed Task	40%
End-of-year examination	40%

# MUSIC

Music enables students to develop and practice musicianship; perform music from diverse styles and traditions; engage with diverse music genres, styles, contexts and practices; communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music; explore and expand personal music interests, knowledge and experiences; use imagination, creativity and personal and social skills in music making; access pathways for further education, training and employment in music; as well as participate in life-long music learning and the musical life of their community.

## UNIT 1: ORGANISATION OF MUSIC

### **Area of Study 1: Performing**

Students focus on practical music making and performance skills through preparing and performing solo and ensemble works. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

### **Area of Study 2: Creating**

Students create a folio of brief creative responses to demonstrate their understanding of music organisation and characteristics.

### **Area of Study 3: Analysing and Responding**

Students analyse the treatment of specific music elements, concepts, and compositional devices in music that have been created using different approaches to musical organisation.

### **ASSESSMENT UNIT 1**

- Performance of at least two works including at least one ensemble/group work
- A discussion of challenges presented by their performances works
- Composition and improvisation exercises that demonstrate an understanding of the organisation of music
- Aural, oral, written, and practical tasks relating to theory and aural

## UNIT 2: EFFECT IN MUSIC

### **Area of Study 1: Performing**

Students prepare and perform solo and groups works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practice music making and development of performance skills.

### **Area of Study 2: Creating**

Students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music.

### **Area of Study 3: Analysing and Responding**

Students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts, and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions.

### **ASSESSMENT UNIT 2**

- Performance of at least two works including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, oral, written, and practice tasks relating to theory and aural
- Composition and/or improvisation exercises and accompany discussion

## UNIT 3 & 4: MUSIC CONTEMPORARY PERFORMANCE

This study offers pathways for students whose performance practice includes embellishment and/or improvisation. Students study the work of other performances and analyse their approaches to interpretation and how personal voices can be re-developed through reimagining existing music works.

### **UNIT 3**

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances.

### **Area of Study 1: Performing**

Students perform regularly in a variety of contexts and use these performances to explore and build upon technical skills and interpretation approaches.

### **Area of Study 2: Analysing for Performance**

Students focus on the processes of analysis and practices that they undertake to develop their performance.

### **Area of Study 3: Responding**

Students develop their understanding of the ways elements of music, concepts, and compositional devices can be interpretation and manipulated in contemporary performance.

### **ASSESSMENT UNIT 3**

- Performance of a selection of works including a performers statement
- Demonstration and discussion of performance development
- Discussion of a performer's interpretation
- Identify, recreate and notate music language concepts

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### **Area of Study 2: Analysing for Performance**

Students focus on the processes of analysis and practices that they undertake to develop their performance.

### **Area of Study 3: Responding**

Students develop their understanding of the ways elements of music, concepts, and compositional devices can be interpretation and manipulated in contemporary performance.

### **ASSESSMENT UNIT 3**

- Performance of a selection of works including a performers statement
- Demonstration and discussion of performance
- development
- Discussion of a performer's interpretation
- Identify, recreate and notate music language concepts

### **UNIT 4**

#### **Area of Study 1: Performing**

Students perform regularly in a variety of contexts and use these performances to explore and build upon technical skills and interpretation approaches, including a reimagination of an existing work.

#### **Area of Study 2: Analysing for Performance**

Students focus on the processes of analysis and practices that they undertake to develop their performance including those related to a reimagination of an existing work.

#### **Area of Study 3: Responding**

Students continue to develop their understanding of the ways elements of music, concepts, and compositional devices can be interpretation and manipulated in contemporary performance.

### **ASSESSMENT UNIT 4**

- Demonstration and discussion of performance development

## **EXTERNAL ASSESSMENT**

- End of year performance examination
- End of year aural and written examination

## **UNIT 3 & 4: MUSIC REPERTOIRE PERFORMANCE**

This study offers pathways for students whose music interests are grounded in the recreation and interpretation of notated musical works and who wish to gain and share knowledge of musical styles and performance practices.

### **UNIT 3**

In this unit students begin developing the recital program they will present in Unit 4.

#### **Area of Study 1: Performing**

Students present performances of musical works in a variety of contexts.

#### **Area of Study 2: Analysing for Performance**

Students focus on the processes of analysis and research that they undertake when preparing musical works for performance.

#### **Area of Study 3: Responding**

Students develop their understanding of the ways elements of music, concepts, and compositional devices can be interpretation and manipulated by other musicians.

### **ASSESSMENT UNIT 3**

- Explanation of artistic and practical considerations
- Demonstration and discussion of techniques related to performance
- Discussion of interpretation, and identify, recreate and notate music language concepts

### **UNIT 4**

#### **Area of Study 1: Performing**

Students present performances of musical works in a variety of contexts working towards presenting their recital program for external assessment.

#### **Area of Study 2: Analysing for Performance**

Students focus on the processes of analysis and research that they undertake when preparing musical works for performance.

#### **Area of Study 3: Responding**

Students develop their understanding of the ways elements of music, concepts, and compositional devices can be interpretation and manipulated by other musicians.

### **ASSESSMENT UNIT 4**

- Demonstration and discussion of techniques related to performance

### **EXTERNAL ASSESSMENT**

- End of year performance examination
- End of year aural and written examination

# PHYSICAL EDUCATION

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan as well as to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/ or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

## UNIT 1: THE HUMAN BODY IN MOTION

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

### **Area of Study 1: How does the musculoskeletal system work to produce movement?**

In this area of study, students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

### **Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?**

In this area of study, students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

## **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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities and social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### **Area of Study 1: What are the relationships between physical activity, sport, health and society?**

In this area of study, students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation

in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level, comparing these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

### **Area of Study 2: What are the contemporary issues associated with physical activity and sport?**

In this area of study, students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

Students select and explore one issue from a socialectical perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

## ASSESSMENT UNIT 1 & 2

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set outcomes specified for the unit. A variety of learning activities and assessment tasks provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessments are a part of the regular teaching and learning program and are completed within a limited time frame.

## UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Area of Study 1: How are movement skills improved?**

Throughout this area of study, students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

### **Area of Study 2: How does the body produce energy?**

In this area of study, students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

## UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, also applying relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work-to-rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of

training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

**Area of Study 1: What are the foundations of an effective training program?**

In this area of study, students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

**Area of Study 2: How is training implemented effectively to improve fitness?**

In this area of study, students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective.

They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, then monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

**ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

# PHYSICS

## UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

### Area of Study 1: How are light and heat explained?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

### Area of Study 2: How is energy from the nucleus utilised?

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues

and apply this understanding to the use of radioisotopes in medical therapy.

Students explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

### Area of Study 3: How can electricity be used to transfer energy?

Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy in common devices.

## UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

### Area of Study 1: How is motion understood?

In this area of study, students describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

## **Area of Study 2: Options**

Eighteen options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How do forces act on structures and materials?
- How do forces act on the human body?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How can human vision be enhanced?
- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How can AC electricity charge a DC device?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How can physics explain traditional artefacts, knowledge and techniques?
- How do particle accelerators work?
- How does physics explain the origins of matter?
- How is contemporary physics research being conducted in our region?

## **Area of Study 3: How do physicists investigate questions?**

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Research questions may relate to different scientific methodologies that involve the generation of primary data, controlled experiments, fieldwork, correlational studies, classification and identification, modelling, and the development of a product, process or system.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

## **ASSESSMENT UNITS 1 & 2**

The award of Satisfactory Completion is based on demonstrated achievement of the set outcome specified for the unit. Assessment is based on practical work, tests and a poster presentation, as well as two examinations.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key science skills and key knowledge in the outcomes.

The areas of study, including the key science skills and key knowledge listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit.

Suitable tasks for assessment of Outcomes 1, 2 and 3 may be selected from the following:

- report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity

- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

### **Practical work**

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences as described in the scientific investigation methodologies on page 13. A minimum of fifteen hours of class time should be devoted to student practical activities and scientific investigations across Areas of Study 1, 2 and 3.

### **Area of Study 3: How do physicists investigate questions?**

Systematic experimentation is an important aspect of physics inquiry. In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Research questions may relate to different scientific methodologies that involve the generation of primary data, controlled experiments, fieldwork, correlational studies, classification and identification, modelling, and the development of a product, process or system. The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

**Outcome 3:** On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

To achieve this outcome the student will draw on key knowledge outlined in Area of Study 3 and the related key science skills on pages 11 and 12 of the study design.

### **Key knowledge**

#### **Investigation design**

- apply the physics concepts specific to the selected investigation and explain their significance, including definitions of key terms, and physics representations
- evaluate the characteristics of the scientific methodology relevant to the investigation, selected from: experiment; fieldwork, classification and identification, modelling, simulation, and the development of a product, process or system
- apply techniques of primary qualitative and quantitative data generation relevant to the investigation
- identify and apply concepts of accuracy, precision, repeatability, reproducibility, resolution, and validity of data in relation to the investigation
- identify and apply health, safety and ethical guidelines relevant to the selected scientific investigation

### **Scientific evidence**

- distinguish between an aim, a hypothesis, a model, a theory and a law
- identify and explain observations and experiments that are consistent with, or challenge, current models or theories
- describe the characteristics of primary data
- evaluate methods of organising, analysing and evaluating primary data to identify patterns and relationships including scientific error, causes of uncertainty, and limitations of data, methodologies and methods
- model the scientific practice of using a logbook to authenticate generated primary data

### **Science communication**

- apply the conventions of scientific report writing including scientific terminology and representations, standard abbreviations, units of measurement, significant figures and acknowledgement of references
- apply the key findings of the selected investigation and their relationship to key physics concepts.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key science skills and key knowledge in the outcomes.

The areas of study, including the key science skills and key knowledge listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit.

### **Suitable tasks for assessment may be selected from the following.**

#### **For Outcomes 1 and 2:**

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

#### **For Outcome 3:**

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

## **Practical work**

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences as described in the scientific investigation methodologies on page 13. A minimum of ten hours of class time should be devoted to student practical activities and scientific investigations across Areas of Study 1 and 2. For Area of Study 3, a minimum of seven hours of class time should be devoted to undertaking, and communicating findings of, the student-adapted or student-designed scientific investigation.

## **UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?**

In this unit, students explore the importance of energy in explaining and describing the physical world.

### **Area of Study 1: How do things move without contact?**

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.

### **Area of Study 2: How are fields used to move electrical energy?**

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

### **Area of Study 3: How fast can things go?**

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

## **UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?**

Students examine the concept of wave-particle duality for light and sub-atomic particles.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

### **Area of Study 1: How can waves explain the behaviour of light?**

In this area of study, students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

### **Area of Study 2: How are light and matter similar?**

In this area of study, students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Light appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

### **Area of Study 3: Practical investigation**

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question.

Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format.

#### **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	21%
Unit 4 - School Assessed Coursework	19%
End-of-year examination	60%

# PSYCHOLOGY

## UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### **Area of Study 1: What influences psychological development?**

### **Area of Study 2: How are mental processes and behaviour influenced by the brain?**

### **Area of Study 3: How does contemporary psychology conduct and validate psychological research?**

## UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

### **Area of Study 1: How are people influenced to behave in particular ways?**

### **Area of Study 2: What influences a person's perception of the world?**

### **Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?**

## **UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?**

In this unit, students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

### **Area of Study 1: How does the nervous system enable psychological functioning?**

### **Area of Study 2: How do people learn and remember?**

## **UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?**

In this unit, students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

### **Area of Study 1: How does sleep affect mental processes and behaviour?**

### **Area of Study 2: What influences mental wellbeing?**

### **Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?**

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4. The findings of the investigation are presented in a scientific poster format.

## **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	20%
Unit 4 - School Assessed Coursework	30%
*(includes practical investigation)	
End-of-year examination	50%

# THEATRE STUDIES

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

## UNIT 1

### **Area of Study 1: Pre-modern theatre styles and conventions**

This unit focuses on the application of acting, direction and design in relation to theatre styles from the premodern era, that is, works prior to the 1920s.

Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Professional theatre visits – students begin to develop skills of performance analysis and apply these to the analysis of plays in performance.

Theatre styles from the pre-modern era of theatre include a selection of any of the following: Ancient Greek, Ancient Roman, Liturgical Drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neoclassical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

## UNIT 2

### **Area of Study 1: Modern theatre styles and conventions**

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present.

Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include a selection of any of the following: Epic Theatre, Constructivist Theatre, Theatre of the Absurd, Political Theatre, Feminist Theatre, Expressionism, Eclectic Theatre, Experimental Theatre, Musical Theatre, Physical Theatre, Verbatim Theatre, Theatre in Education and Immersive/Interactive Theatre.

## ASSESSMENT UNITS 1 & 2

The award of Satisfactory Completion for each unit is based on whether the student has demonstrated the set outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

## UNIT 3: PRODUCING THEATRE

- There are no pre-requisites for entry into Unit 3 & 4 Theatre Studies.
- The completion of Units 1 & 2 Theatre Studies is advisable.
- There are three Outcomes for Unit 3.

### Area of Study 1: Staging theatre

In this area of study, students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script. As members of the production team, students undertake exercises and tasks throughout the three stages of the production process and apply elements of theatre composition leading to a performance to an audience of the selected script. Students develop an understanding of, and enhance skills in, working in two production roles across all stages of the production process.

**Outcome 1:** Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles. This Outcome is linked with and carried out on participating in the Senior Musical. Students may work as part of the cast or the crew in this production.

### Area of Study 2: Interpreting a script

In this area of study, students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation.

**Outcome 2:** Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

### Area of Study 3: Analysing and evaluating theatre

In this area of study, students analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and interprets the contexts in the script. This includes the decisions that have been made when interpreting the script, for example decisions about acting, direction and design and the use of theatre technologies and elements of theatre composition.

**Outcome 3:** Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

## UNIT 4

There are three Outcomes for Unit 4.

### Area of Study 1: Researching and presenting theatrical possibilities

In this area of study, students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scenes. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre.

**Outcome 1:** Upon completion of this unit, students should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

### Area of Study 2: Interpreting a monologue

In this area of study, students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination published annually on the VCAA website. Students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived. To realise their

interpretation, they work in production roles as an actor and director, or as a designer – costume, makeup, sound, lighting, set.

**Outcome 2:** Upon completion of this unit, the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

#### **Area of Study 3: Analysing and evaluating a performance**

In this area of study, students focus on the analysis and evaluation of the acting, direction and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist. Students attend a production selected from the Unit 4 Playlist. They study the theatrical styles evident in the performance and analyse and evaluate how actors, directors and designers interpret the script for an audience. They consider the interrelationships between acting, direction and design in the performance.

**Outcome 3:** Upon completion of this unit, the student should be able to analyse and evaluate acting, direction and design in a production.

#### **ASSESSMENT UNITS 3 & 4**

Unit 3 & 4 - School Assessed Coursework	45%
Monologue examination	25%
Written examination	30%

# VISUAL COMMUNICATION DESIGN

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.

Students develop a variety of drawing skills to visualise thinking and to present potential solutions. The study includes the application of design thinking strategies and adherence to a design process. To aid in the development of communication skills, design elements, design principles, selected media, materials and methods of production are explored.

## UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

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

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

In this unit, students are introduced to three stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

### Areas of Study:

- Drawing as a means of communication
- Design elements and principles
- Visual communications in context

## UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

### Areas of Study:

- Technical drawing in context
- Type and imagery in context
- Applying the design process

## ASSESSMENT UNITS 1 & 2

Assessment is based on coursework which will include assignments, folio pieces and research tasks.

## 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, materials and the application of design elements and design principles can create effective visual communications for

specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

#### **Areas of Study:**

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

## **UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION**

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

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief.

They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

#### **Areas of Study:**

- Development, refinement and evaluation
- Final presentations

## **ASSESSMENT UNITS 3 & 4**

Unit 3 - School Assessed Coursework	25%
Unit 3 & 4 - School Assessed Task	40%
End-of-year examination	35%

# HEART MIND BODY

Firbank's Heart Body Mind program opens the door to physical and recreational activities that can be continued beyond the school gates. Year 11 students are offered

a range of activities in lieu of formal PE class. Along with worldwide research, we believe in the correlation between physical activity and academic performance.

Students can choose from paddleboarding, golf, archery, fencing, martial arts, badminton, yoga, pilates or team ball sports. This popular Firbank program is beneficial for the students mental and physical wellbeing whilst also creating opportunities for students to find sports they may enjoy in young adulthood.

The students take part in the HBM program for two periods every fortnight and they can change activities each term, giving them plenty of opportunities to explore different options for physical exercise whilst mixing with peers across their year level.



## FIRBANK GRAMMAR

51 Outer Crescent, Brighton Vic 3186 ELC - Year 12 Girls Campus  
45 Royal Avenue, Sandringham Vic 3191 ELC - Year 6 Co-educational Campus  
[firbank.vic.edu.au](http://firbank.vic.edu.au)