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Welcome from the Principal

Dear Students and Parents,

VCE provides students, and parents alike, with a daunting set of acronyms, jargon, rules, clauses and sub-clauses that can be confusing and intimidating. Often lost in the discussion of ATARs, SACs, SATs, GATs and Study Scores is the realisation that the VCE can present a wonderful opportunity for learning for those in the final years of Secondary School. While helping to negotiate the system is a crucial way that The King David School can help, students are encouraged to keep sight of what the system is designed for – their education.

While we encourage all our students to strive to achieve their personal best in their studies, the VCE can present significant challenges in terms of increased workloads, challenging deadlines and high stakes test situations. As such, students need to maintain a clear focus, dedication and a cool head. During this period, considered application of sensible work habits proves to be beneficial. When this is coupled with regular exercise, family life and other social pursuits, students are most likely to reap the rewards they seek from the VCE.

In this challenging period, it is crucial that students maintain a sense of balance. Students need to ensure that their work life balance is managed as it shifts progressively throughout the year. The emphasis should be on a carefully developed and regularly re-evaluated routine. Students should assess whether they are achieving the targets they have set and if not, implement new strategies to meet the goals.

A dedicated study space, a study timetable that is shared and discussed with parents, and a willingness to give it one’s best shot are all essential. Most importantly, students need to know that it will be tough, but that the demands can be met with commitment and sincere application.

The teaching team at The King David School is comprised of educators whose extensive professional experience and passion enables students to receive meaningful and well-targeted instruction that can be implemented. The teachers work as a team to support and challenge students and to encourage them to make this period the most educationally exciting and rewarding they have yet experienced.

Students, I wish you the very best for the journey ahead. I implore you to take the time to enjoy the many school highlights and milestones you will celebrate on the way. I hope that you feel supported and challenged to achieve your personal best and know that we are proud of all you achieve and who you are becoming as the finest of young men and women.

Marc Light
Principal
Welcome from the VCE Coordinator

In undertaking a VCE program you have made a major commitment to optimise your career opportunities. More importantly, VCE courses of study are designed to encourage skills of independent thinking, inquiry and research. Such skills will be invaluable in terms of their contribution to your personal growth and post-secondary course success.

Please carefully consider the range of VCE units which will comprise your VCE course of study. When selecting the VCE units you will study, it is important to consider carefully the career paths you would like to pursue. Make sure that your selected VCE course gives you the flexibility to select from a broad range of careers.

Make an informed decision about the units. Consult teachers who can give you detailed information about the structure and content of the VCE units. As far as possible, select units that interest you, in consultation with the Careers Advisor.

Experience has taught us that organisation, motivation and a consistent approach to study and homework are the key ingredients for a successful VCE experience. It is also important that you maintain a balanced approach to life during these two demanding years. A conscientious and diligent approach to VCE studies is vital, but so too are the relationships we have, and the exercise and relaxation that maintain a healthy body.

Education is not simply a pathway to employment. It offers you opportunities to learn more about yourself and what you have to offer the community of which you are a member. Your teachers have a special interest in you and your studies, and we all share your aspirations for a successful and meaningful learning journey.

Lionel Katz, VCE & Year 11 and 12 Coordinator
General Information

Code of Conduct
Respect for one-self and others is a fundamental tenet of The King David School.

In practical terms this means that students of The King David School are expected to behave courteously and considerately at school, on all school occasions, in public streets and on public transport. The School operates on the premise that students can direct their behaviour constructively when reasonable limits are set. It is the responsibility of the teachers to set these limits consistently and to expect students to operate within them.

The School utilizes the principle of logical consequences as its approach to maintaining an appropriate tone within the classroom and the School as a whole. The underlying understanding is that the student is aware of the consequences for inappropriate or unacceptable behaviour, and that these consequences are a logical extension of his/her behaviour.

The School has developed a Positive Behaviours Document (available from the Office and on the Parent Portal) with which students should familiarise themselves.

In practical terms the Code of Conduct means that each student should be able to learn in a classroom in which the behaviour of all students is conducive to learning. Students who disrupt lessons, who arrive late to class or without the required materials, who behave in ways that impact adversely on the good order of lessons, their own or that of others, are not fulfilling their obligation as VCE students at The King David School. In such circumstances students would receive a warning. If the behaviour were to continue, the VCE Co-ordinator may call parents in to discuss the behaviour. Under no circumstances is the School prepared to allow thoughtless or irresponsible behaviour by some students to compromise the learning needs of peers.

Classroom Learning Environment
The King David School is particularly proud of its ability to offer VCE classes with relatively low numbers of students in many classes, allowing attention to be given to each student. This also allows teachers and students to work together closely. Students are expected to give courtesy and their full cooperation to all teachers, ancillary staff, visitors and students in and out of class time.

Library Resources
The Ron Castan Resource Centre (RCRC) is a gateway to a wide variety of physical and virtual resources, available to all members of TKDS community.

Resources available include:

- A vibrant and diverse fiction collection boasting a broad range of recreational reading options. From graphic novels, young adult and general fiction to poetry and modern classics, this collection offers compelling reading.
- The non-fiction collection gives library users the resources necessary to extend their research across a wide variety of subjects. An extensive Jewish collection, Biography and Holocaust Literature collection are the strengths of the non-fiction area.
- Languages Other Than English (LOTE) are supported with Russian, Hebrew, French and Spanish collections.
- The Teacher’s Reference collection supports staff with a range of current and past text books and manuals. Students may borrow from this collection with the permission of their teacher.
- Students and staff are invited to approach library staff with research questions. A short informal reference interview assists staff to retrieve the relevant information from a variety of print and online sources. Delivering quality, peer-reviewed information is our goal.
- Print editions of the Age and Herald Sun newspapers are delivered to the library daily. The Australian Jewish News is delivered each Thursday. Full text databases of Australian and New Zealand newspaper articles are available on request.
- Library staff offer referencing and citation assistance as well as time management and organisational advice.
- Support with printing, computing and simple IT trouble shooting is available on request.

Information Technology Services
Computers are available for VCE students throughout the school day. Students may use the computers located in their Common Rooms or in the Resource Centre. Students are given a computer account that gives them space on the School’s Server to save their work, access to printers and access to the Internet. Students are reminded that access to the computers is according to School Policy guidelines that forbid access to inappropriate sites. Moreover, the School computers are not recreational items. They are reserved solely for legitimate schoolwork. Students using the computers for other purposes may have their computer access removed.
Uniform
VCE students are the leaders of the school community. Accordingly, they are expected to wear their school uniform as outlined in the uniform policy with pride, at school and on their way to and from school. Uniforms must be clean and in good repair and shoes must be polished. Students should be groomed appropriately i.e. boys cleanly shaven, only two piercings per ear (no other visible body piercings) are permitted.

Timetable
While every effort is made to arrange a timetable that allows students their full range of first choices, it is not always possible to achieve that outcome. There may be some cases in which students will have to make choices between subjects, both of which they would like to undertake. The School works extremely hard to ensure that no student is denied the ability to take a subject that is a prerequisite for a tertiary course.

Counselling & Special Education Services
Counselling & Special Education Services Support is available throughout VCE at The King David School to students experiencing concern in areas of behaviour, learning, social and emotional development, or career choice. In consultation with the Homeroom teacher, VCE Co-ordinator, Head of School, and/or parents and student, a referral may be made to the Counsellors, Senior Tutor and/or Careers Counsellor, and the appropriate course of action is determined. This may be an educational assessment, psychological assessment, counselling and/or ongoing tutoring.

- Students may also choose to self refer to seek the assistance of the School Counsellors, Careers Counsellor or Head of Student Services.
- The School Counsellors are available to assist students with various difficulties such as study skills, stress management, anxiety and relationship problems.
- The Careers Counsellor is available to provide advice on subject selection and tertiary courses.
- The Head of Student Services is available to work with VCE students in areas of grammar, essay writing, punctuation, outcomes, etc.
VCE at The King David School
VCE Rules and Regulations

Each student must satisfactorily complete between 16 and 24 Units of study. Most studies, or subjects, are made up of four units; however it is not necessary for students to take all four units. Students are able to take Units 1 and 2 as single units, however, Units 3 and 4 must be taken together as a sequence.

Units 1 and 2 of a study are usually taken in the first year (Year 11) while Units 3 and 4 are usually taken in the second year (Year 12). Students may be able to take a Unit 3 and 4 study in Year 11 and some Units 1 and 2 in Year 12 if that is what is needed for an individual program. If a student satisfactorily achieves all the outcomes in a unit of study, the student is awarded S for the unit. If a student does not complete all the set work, then the student is awarded N (not satisfactory) for the unit.

Outcomes can take a variety of forms such as:

- Multimedia presentations
- Essays
- Research assignments
- Practical work
- Examination

To achieve the minimum requirements for completion of the Victorian Certificate of Education, students must satisfactorily complete an approved combination of three units from the group of English studies; and three sequences of Units 3 and 4 studies other than English.

VCE at The King David School: Expectations

The King David School offers a comprehensive range of studies, which are largely based upon the individual student’s needs, and our ability to deliver a program of excellence.

It is recommended that most students will take 22 Units over the two years from the range of studies offered. As a general rule students will undertake six Units in each semester of their first year and five Units in each semester of their second year. Any variations to this general rule should only be considered after consultation with the VCE Co-ordinator and the Careers Advisor.

At The King David School, students are required to take a minimum of, and successfully complete, a full year’s study in either: Hebrew, Global Politics, Religion and Society in Year 11. Students may, if they wish, take a course in a combination of these studies. Hebrew is not compulsory beyond Year 8.

In each study, students will be provided with a list of assessment tasks with due dates for their completion, at the commencement of each semester.

Attendance Protocol

Students are required to attend all classes for the full year.

In cases where there has been documented illness, the Academic Studies Committee/or the VCE Committee will review the student’s attendance and determine whether the student meets the attendance criteria for promotion to the next year level. In difficult cases the final decision may be referred to the Principal.

Commencing VCE in Year 10

Some students may consider commencing VCE in Year 10 by taking a Unit 1 and 2 Study (Year 11 subject) as a component of their Year 10 course.

This is not a decision to be taken lightly and it is not always of benefit to the student. This is an extremely demanding path and may impact negatively on the student’s total performance in VCE. Students who are not able to meet the criteria below are highly likely to be put under undue stress and to under-perform in their Year 10 subjects when they take an ‘advanced’ subject.

This is most likely to impact adversely on the student’s capacity to achieve his/her best at VCE, and in some cases, contributes to ill health.

In order to qualify for entry to a Unit 1 & 2 Study, in Year 10, Students must satisfy the following criteria;

- Achieve a minimum of a B average in all Year 9 subjects and in all Year 9 examinations.
- Submit all work by the due date and to a high standard.
- Perform consistently in examinations and continuous assessment.
- Have satisfied the attendance record

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may be likely to apply for Special Provision or Special Examination Arrangements will not be enrolled in a Unit 1 & 2 Study in Year 10 and similarly, not enrolled in a Unit 3 & 4 sequence in Year 11.
Taking a Unit 3 & 4 Study (Year 12 Subject) in Year 11

Some students may consider undertaking a Unit 3 & 4 Study (Year 12 subject) in Year 11. This is subject to the student qualifying and receiving approval from the teacher.

This is not an automatic right, nor is it an automatic progression if a student has completed a Unit 1 & 2 Study in Year 10.

Students who are not able to meet the criteria below are highly likely to be put under undue stress and to under-perform in their Year 11 subjects when they take an ‘advanced’ subject.

This is most likely to impact adversely on the student’s capacity to achieve his/her best at VCE, and in some cases, contributes to ill health.

In order to qualify for entry to a Unit 3 & 4 Study (Year 12 Subject) in Year 11, students must satisfy the following criteria:

- Achieve a minimum of a B average in all Year 10 subjects and in all Year 10 examinations.
- Submit all set work in all subjects by the due date and to a high standard.
- Perform consistently in examinations and continuous assessment.
- Attend school and all classes for a minimum of 90% of possible attendance time.

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may be likely to apply for Special Provision or Special Examination Arrangements or Special Entry Arrangements (VTAC) will not be enrolled in a Unit 3 & 4 Study in Year 11.

Promotions Protocol Year 10 to 11

- Satisfied the attendance requirement throughout Year 10 maintained throughout Year 11.
- Timely submission of all Year 10 outcomes, assignments and other set tasks, maintained throughout Year 11.
- A minimum of a B in all subjects and in all year 10 examinations. All students in Year 11 are required to:
  1. Study two sequential semester units of Religion & Society, Global Politics or Hebrew
  2. Attend all scheduled Sport classes

Promotions Protocol Year 11 to 12

Students who wish to undertake Year 12 must have satisfied the following criteria:

- Satisfied the attendance requirement throughout Year 11.
- Satisfactory completion of two sequential semester units in Religion & Society, Global Politics or Hebrew.
- Completion of at least three (3) Unit 1 & 2 sequences, other than English, that will lead into three (3) Unit 3 & 4 sequences in Year 12.
- Students will need to satisfy the prerequisite grades for entry into Units 3 & 4 Studies. These are documented in the VCE Handbook.

No student will be allowed to commence more than one new Unit 3 & 4 Study in which they have not already completed a Unit.

Planning Your VCE Course

Year 11 students often study one Unit 3 and 4 sequence as well as five Unit 1 and 2 studies. The choice is dependent on achieving the prerequisite standards, recommendations by your teacher and approval granted by the School.

When designing your course, choose units that:

- Interest you
- You are good at (school results, teacher recommendations, The Morrisby Report)
- Are prerequisites for further training or tertiary courses that you are considering – using the job guide, your Jiig cal profile, and VICTER 2017 (to be retained from The Age newspaper)
- Must be taken as a sequence.
The following subjects will be available depending upon sufficient student demand.

## Proposed VCE Subjects to be offered in 2016

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>UNIT</th>
<th>SUBJECTS</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>1–4</td>
<td>General Mathematics Further</td>
<td>1–2</td>
</tr>
<tr>
<td>Media</td>
<td>1–4</td>
<td>Further Mathematics</td>
<td>3–4</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>1–4</td>
<td>Mathematical Methods (CAS)</td>
<td>1–4</td>
</tr>
<tr>
<td>Art</td>
<td>1–4</td>
<td>Specialist Mathematics</td>
<td>1–4</td>
</tr>
<tr>
<td>Music</td>
<td>1–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1–4</td>
<td>Biology</td>
<td>1–4</td>
</tr>
<tr>
<td>English Literature</td>
<td>1–4</td>
<td>Physics</td>
<td>1–4</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>1–4</td>
<td>Chemistry</td>
<td>1–4</td>
</tr>
<tr>
<td>French</td>
<td>1–4</td>
<td>Psychology</td>
<td>1–4</td>
</tr>
<tr>
<td>Hebrew</td>
<td>1–2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Hebrew</td>
<td>1–4</td>
<td>Information Technology</td>
<td>1–2</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td></td>
<td>Systems Engineering</td>
<td>3–4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1–4</td>
<td>Accounting</td>
<td>1–4</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>1–4</td>
<td>Business Management</td>
<td>1–4</td>
</tr>
<tr>
<td><strong>JEWISH STUDIES</strong></td>
<td></td>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>1–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion and Society</td>
<td>1–4</td>
<td>Legal Studies</td>
<td>1–4</td>
</tr>
<tr>
<td>Global Politics</td>
<td>1–2</td>
<td>Philosophy (only units 1 &amp; 2 offered in 2016)</td>
<td>1–4</td>
</tr>
</tbody>
</table>

### VCE Prerequisites for Year 11

These are the current prerequisites for entry to Units 1 & 2 or for 3 & 4 VCE subjects in the accelerated pathway in Year 11. Students should be well informed about the minimum standard required for entry to their desired VCE subjects. At least one English subject must be selected.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 10 (based on overall unit grade and/or exam score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 1 &amp; 2</td>
<td>C in Mathematics</td>
</tr>
<tr>
<td>Art 1 &amp; 2</td>
<td>B in Theory components of Art</td>
</tr>
<tr>
<td>Biology 1 &amp; 2</td>
<td>C in Science and B in Biology component</td>
</tr>
<tr>
<td>Business Management 3 &amp; 4</td>
<td>B in English and B in Business Management 1 or 2</td>
</tr>
<tr>
<td>Chemistry 1 &amp; 2</td>
<td>C⁺ in Chemistry component in Science</td>
</tr>
<tr>
<td>English</td>
<td>D⁺ in English</td>
</tr>
<tr>
<td>Course</td>
<td>Minimum Requirements</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>French 1 &amp; 2</td>
<td>C+ in Year 10 French</td>
</tr>
<tr>
<td>Further Maths 3 &amp; 4</td>
<td>B+ in Mathematics Extension or B in Math Methods</td>
</tr>
<tr>
<td>Specialist Mathematics 1 &amp; 2</td>
<td>A in mainstream Mathematics, B in Maths Extension or B in Maths Methods 1 &amp; 2</td>
</tr>
<tr>
<td>Further Mathematics 1&amp;2</td>
<td>C in Mathematics or B+ in Foundation Maths</td>
</tr>
<tr>
<td>Global Politics 1&amp;2</td>
<td>C+ in English</td>
</tr>
<tr>
<td>Health &amp; Human Development 1 &amp; 2</td>
<td>B in English</td>
</tr>
<tr>
<td>Health &amp; Human Development 3 &amp; 4</td>
<td>B in English</td>
</tr>
<tr>
<td>Hebrew 1 &amp; 2</td>
<td>C+ in Year 10 Hebrew</td>
</tr>
<tr>
<td>Hebrew 3 &amp; 4</td>
<td>A in Units 1 &amp; 2</td>
</tr>
<tr>
<td>VET Hebrew</td>
<td>D in Year 9 Hebrew and/or Year 10 Hebrew</td>
</tr>
<tr>
<td>History 1 &amp; 2</td>
<td>C+ in History or B in English</td>
</tr>
<tr>
<td>Information Technology - Computing 1 &amp; 2</td>
<td>B in Year 9 Information Technology</td>
</tr>
<tr>
<td>Information Technology Informatics 3 &amp; 4 (not offered in 2016)</td>
<td>B in Information Technology Units 1 or 2</td>
</tr>
<tr>
<td>Legal Studies 1 &amp; 2</td>
<td>C in English</td>
</tr>
<tr>
<td>Legal Studies 3 &amp; 4</td>
<td>B in English or C in Legal Studies 1 &amp; 2</td>
</tr>
<tr>
<td>Literature 1 &amp; 2</td>
<td>B in English</td>
</tr>
<tr>
<td>Mathematical Methods 1 &amp; 2</td>
<td>C+ in Mathematic Extension or B+ in Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods 3 &amp; 4</td>
<td>B+ in Mathematics Methods 1 &amp; 2</td>
</tr>
<tr>
<td>Media 1 &amp; 2</td>
<td>B in Year 10 Media</td>
</tr>
<tr>
<td>Media 3 &amp; 4</td>
<td>C+ in Media 1 &amp; 2</td>
</tr>
<tr>
<td>Music 1 &amp; 2</td>
<td>C in Theory Components</td>
</tr>
<tr>
<td>Physical Education 1 &amp; 2</td>
<td>B in Health &amp; PE or D in English</td>
</tr>
<tr>
<td>Physical Education 3 &amp; 4</td>
<td>B+ in Health &amp; PE or B+/A in English</td>
</tr>
<tr>
<td>Physics 1 &amp; 2</td>
<td>C in Physics component in Science</td>
</tr>
<tr>
<td>Psychology 1 &amp; 2</td>
<td>C+ in Biology component in Science &amp; C+ in English</td>
</tr>
<tr>
<td>Psychology 3 &amp; 4</td>
<td>B in Biology component and B+ in English</td>
</tr>
<tr>
<td>Religion and Society 1 &amp; 2</td>
<td>D in English</td>
</tr>
<tr>
<td>Religion and Society 3 &amp; 4</td>
<td>B in Jewish Studies and B in English</td>
</tr>
<tr>
<td>Systems Engineering 1 &amp; 2</td>
<td>not offered in 2016</td>
</tr>
<tr>
<td>Systems Engineering 3 &amp; 4</td>
<td>C in Units 1 &amp; 2 Systems Engineering</td>
</tr>
<tr>
<td>Theatre Studies 1 &amp; 2</td>
<td>C+ in Year 10 Drama or English</td>
</tr>
<tr>
<td>Visual Communication Design 1 &amp; 2</td>
<td>B in Visual Communication Design or B in Art</td>
</tr>
</tbody>
</table>
Prerequisites for Entry into Units 3 and 4 Studies at Year 12

The grades listed are the minimum requirement for both examination and overall Unit grade in both Unit 1 and Unit 2 (unless otherwise stated).

<table>
<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in Accounting</td>
</tr>
<tr>
<td>Art</td>
<td>C+ in Art plus folio work</td>
</tr>
<tr>
<td>Biology</td>
<td>C+ in Unit 1 Biology or Chemistry</td>
</tr>
<tr>
<td>Business Management</td>
<td>C in English or C in Business Management, if it was studied in Year 11</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C+ in Chemistry</td>
</tr>
<tr>
<td>English</td>
<td>D+ in English</td>
</tr>
<tr>
<td>French</td>
<td>C+ in French</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>C in GM Further or D in Maths Methods</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>C in Unit 1 HHD or B in English</td>
</tr>
<tr>
<td>Hebrew</td>
<td>B in Hebrew</td>
</tr>
<tr>
<td>Hebrew Tertiary (UMEP) (not offered in 2016)</td>
<td>Hebrew/3/4 or equivalent and high achievements in Year 11 studies</td>
</tr>
<tr>
<td>History</td>
<td>B in English or C in History, if it was studied in Year 11</td>
</tr>
<tr>
<td>IT - Informatics (not offered in 2016)</td>
<td>B in Information Technology Units 1 or 2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>B in English or C in Legal Studies, if it was studied in Year 11</td>
</tr>
<tr>
<td>Literature</td>
<td>B in English</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>C in Maths Methods in Year 11</td>
</tr>
<tr>
<td>Media</td>
<td>C+ in Media</td>
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<td>Psychology</td>
<td>C in Psychology or any other Science or C English</td>
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<td>Systems Engineering</td>
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<tr>
<td>Theatre Studies</td>
<td>C+ in Theatre Studies or English</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>C+ in Visual Communication plus folio work</td>
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</tbody>
</table>

Promotion into Year 12 is also dependant upon satisfactory completion of 2 units of Religion and Society, Global Politics or Hebrew in Year 11.

Vocational Education and Training (VET)

VET in Schools programs are designed to give students an awareness of the world of work, a broader range of skills, and practical workplace experience. Through VET programs, students can make more informed choices about jobs and career pathways. Students will also build up valuable networks with TAFE providers and industry. VET can add qualifications and experience to a student’s resume, giving the competitive edge for entrance into the workforce or tertiary study.

Participation in a VET program is optional. Year 11 and 12 students who choose to do a VET program must undertake both the VCE as well as their chosen VET program. The duration of the program is two years. This ensures that successful students graduate with both their VCE and VET in Schools credential, which could be a Certificate II or III in the study.
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**General Achievement Test (GAT)**

All students enrolled in any Unit 3 and 4 Study must sit the General Achievement Test (GAT). The GAT consists of written tasks and multiple-choice questions, which does not form part of the assessment for the VCE. It is used as a checking procedure to make sure exam scores and other assessment methods are accurate. GAT results are reported separately and do not form part of the student’s ATAR score. The GAT can be used to derive an exam score if a student is ill during their external examinations and some universities now take the GAT into account when deciding middle-band entry.

**Victorian Tertiary Admissions Centre (VTAC)**

The Victorian Tertiary Admissions Centre (VTAC) is responsible for the handling of Tertiary admissions at the completion of Year 12. VTAC is also responsible for calculating students’ ATARs at the completion of Year 12. Study scores are calculated for Unit 3 / 4 sequences and then an ATAR is calculated using the following method:

```
BEST FOUR SCORES ADDED TOGETHER
(MUST INCLUDE ENGLISH OR AN EQUIVALENT STUDY)
+ 10% OF FIFTH SCORE
+ 10% OF SIXTH SCORE / ENHANCEMENT STUDY
```

It is essential that students become familiar with the course requirements of any course they are interested in undertaking, as many courses have Special Requirements for entry. These requirements include Prerequisite Studies, Interviews, Folios, Exams, etc.
Career Guidance
Career guidance

Dear Students,

Use The Morrisby Report, JOB GUIDE (Available in the Library and the Careers’ Office) and VICTER 2017 (available online) to plan your VCE course.

Now that you have an idea of the types of jobs that may interest you and your academic strengths, you are ready to start planning your VCE course.

Use the Job guide to determine the type of training required for each of the occupations recommended to you. For example, if you are interested in becoming a primary teacher, refer to Teacher – Primary. In this section there is information about the role of the Primary Teacher including personal requirements, education and training, employment opportunities and other useful sources for further information.

For example in the personal requirements section it lists:

- Enjoy working with children
- Creative and organised
- Patient in dealing with students of differing abilities
- Able to communicate simply and clearly
- Prepared to work outside of school hours

This gives an accurate picture of the job requirements and as such can be very helpful in deciding on the right profession for you.

Once you have carefully looked through the JOB GUIDE and found jobs of interest, it's now time to check VICTER 2017 to determine the prerequisite subjects for the relevant courses. For example, for Primary Teaching at Monash University:

**Monash University: Education (Honours) Early Years and Primary Education**

Prerequisite studies:
Units 1 and 2: two units (any study combination) of one General Mathematics or Mathematical Methods.
Units 3 and 4: a study score of at least 30 in English (ESL) or 25 in any other English.

Thus the VCE program for a student considering becoming a primary teacher must include at least 2 units of Mathematics.

Now complete the table provided for as many occupations as possible. Your VCE course will be designed together with the Careers Counsellor, taking into account a number of factors:

1. Subjects required as prerequisites for courses of interest
2. School results
3. The Morrisby Report (Careers Testing)

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>UNIVERSITIES OFFERING COURSES</th>
<th>PREREQUISITE SUBJECTS</th>
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<tr>
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</table>

Good luck!

Kathy Popper
Careers Counsellor
Some Sample Courses

Some sample courses appear on the following pages. These are for demonstration purposes only. Individual students must plan their courses in consultation with our Careers Counsellor.

Sample Course 1

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Information Technology Units 1 &amp; 2</th>
<th>Mathematical Methods Units 1 &amp; 2</th>
<th>French (Yr 10) Hebrew Units 1 &amp; 2</th>
<th>POSSIBLE CAREERS</th>
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<tbody>
<tr>
<td>YEAR 11</td>
<td>English Literature Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 Global Politics</td>
<td>Chemistry Units 1 &amp; 2</td>
<td>Biology Units 1 &amp; 2 or Physics Units 1 &amp; 2 or Psychology Units 1 &amp; 2 or Psychology Units 3 &amp; 4</td>
<td>Mathematical Methods Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td>French Hebrew Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>YEAR 12</td>
<td>English Literature Units 3 &amp; 4</td>
<td>Religion and Society Units 3 &amp; 4</td>
<td>Chemistry Units 3 &amp; 4</td>
<td>Biology Units 3 &amp; 4 or Psychology Units 3 &amp; 4 or Physical Ed. Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4 or Specialist Mathematics Units 3 &amp; 4</td>
<td>French Hebrew Units 3 &amp; 4</td>
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Sample Course 2

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Media or Visual Communication Design</th>
<th>Mathematical Methods Units 1 &amp; 2</th>
<th>French (Yr 10) Hebrew Units 1 &amp; 2</th>
<th>POSSIBLE CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 11</td>
<td>English Literature Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 Global Politics</td>
<td>Business Management Units 3 &amp; 4 or Legal Studies Units 1 &amp; 2</td>
<td>Information Technology Units 1 &amp; 2</td>
<td>Mathematical Methods Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td>Accounting Units 1 &amp; 2</td>
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<tr>
<td>YEAR 12</td>
<td>English Literature Units 3 &amp; 4</td>
<td>Religion and Society Units 3 &amp; 4</td>
<td>Legal Studies Units 3 &amp; 4</td>
<td>Information Technology: Applications Units 3 &amp; 4</td>
<td>Mathematical Methods Units 3 &amp; 4 or Further Mathematics Units 3 &amp; 4</td>
<td>Accounting Units 3 &amp; 4</td>
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</table>

POSSIBLE CAREERS:
- Engineering
- Health Sciences
- Law/Science
- Medicine
- Nursing
- Physiotherapy
- Science
- Biomedicine
### Sample Course 3

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Systems Engineering Units 1 &amp; 2</th>
<th>Mathematical Methods Units 1 &amp; 2</th>
<th>French (Yr 10) Hebrew Units 1 &amp; 2</th>
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<tbody>
<tr>
<td>YEAR 11</td>
<td>English/ Literature Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1&amp;2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 or Global Politics</td>
<td>Art Units 1 &amp; 2</td>
<td>Information Technology Units 1 &amp; 2 or Systems Engineering Units 3 &amp; 4</td>
<td>Psychology Units 1 &amp; 2</td>
<td>Visual Communication Design Units 1 &amp; 2 or Media Units 1 &amp; 2</td>
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<td>YEAR 12</td>
<td>English/ Literature Units 3 &amp; 4</td>
<td>Religion and Society Units 3 &amp; 4</td>
<td>Art Units 3 &amp; 4</td>
<td>Information Technology: Applications Units 3 &amp; 4</td>
<td>Psychology Units 3 &amp; 4</td>
<td>Visual Communication Design Units 3 &amp; 4 or Media Units 3 &amp; 4</td>
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### POSSIBLE CAREERS
- Industrial Design
- Graphic Design
- Interior Design
- Fashion Design
- Visual Merchandising
- Communication Design

### Sample Course 4

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Systems Engineering Units 1 &amp; 2</th>
<th>Mathematical Methods Units 1 &amp; 2</th>
<th>French (Yr 10) Hebrew Units 1 &amp; 2</th>
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<tr>
<td>YEAR 11</td>
<td>English/ Literature Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1&amp;2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 or Global Politics</td>
<td>Psychology/ Biology Units 1 &amp; 2</td>
<td>Information Technology Units 3 &amp; 4 or Systems Engineering Units 3 &amp; 4</td>
<td>Mathematical Methods Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td>History 1 &amp; 2 or Health and Human Development 1 &amp; 2 or Physical Education Units 1 &amp; 2</td>
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<tr>
<td>YEAR 12</td>
<td>English/ Literature Units 3 &amp; 4</td>
<td>Religion and Society Units 3 &amp; 4</td>
<td>Psychology / Biology Units 3 &amp; 4</td>
<td>Information Technology: Applications Units 3 &amp; 4</td>
<td>Mathematical Methods Units 3 &amp; 4 or Further Mathematics Units 3 &amp; 4</td>
<td>History Units 3 &amp; 4 or Health and Human Development 3&amp; 4</td>
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### Sample Course 5

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<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Drama or Music</th>
<th>Media or Health &amp; Physical Education</th>
<th>French (Yr 10) Hebrew</th>
<th>POSSIBLE CAREERS</th>
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<th>YEAR 11</th>
<th>English Literature Units 1 &amp; 2</th>
<th>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 or Global Politics</th>
<th>History Units 1 &amp; 2</th>
<th>Theatre Studies Units 1 &amp; 2 or Music Units 1 &amp; 2</th>
<th>Media Units 1 &amp; 2 or Health and Human Development Units 1 &amp; 2 or Physical Education Units 1 &amp; 2</th>
<th>French Hebrew Units 1 &amp; 2</th>
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<tbody>
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<td>English Literature Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4 or Global Politics</td>
<td>History Units 1 &amp; 2</td>
<td>Theatre Studies Units 1 &amp; 2 or Music Units 1 &amp; 2</td>
<td>Media Units 1 &amp; 2 or Health and Human Development Units 1 &amp; 2 or Physical Education Units 1 &amp; 2</td>
<td>French Hebrew Units 1 &amp; 2</td>
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<th>YEAR 12</th>
<th>English Literature Units 3 &amp; 4</th>
<th>Religion and Society Units 3 &amp; 4</th>
<th>History Units 3 &amp; 4</th>
<th>Theatre Studies Units 3 &amp; 4 or Music Units 3 &amp; 4</th>
<th>Media Units 3 &amp; 4 or Health and Human Development Units 3 &amp; 4 or Physical Education Units 3 &amp; 4</th>
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<td>English Literature Units 3 &amp; 4</td>
<td>Religion and Society Units 3 &amp; 4</td>
<td>History Units 3 &amp; 4</td>
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<td>French Hebrew Units 3 &amp; 4</td>
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</table>
Description of courses
Accounting

Aims
This study is designed to enable students to:

• Acquire knowledge and skills to record and report financial data and report accounting information in a manner that is appropriate for the needs of the user
• Develop an understanding of the role of accounting in the management and operation of a small business
• Develop skills in the use of information and communications technology in an accounting system
• Develop the capacity to identify, analyse and interpret financial data and information
• Use financial and non-financial information to improve the decision-making processes of a small business owner

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. It introduces the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Other concepts covered include the cash basis, single entry recording and where appropriate, the application of accounting principles and the characteristics of accounting information.

Areas of study
1. Going into business.
This area of study covers features of successful and unsuccessful businesses, sources of finance and how pre-operational decisions are made and the influence of the latter.

2. Recording and reporting accounting data and information.
This area of study investigates the role of accounting in the generation of financial data and information for the owner of a service business. The focus is on the recording and reporting of this data using a single entry recording system and both manual and ICT methods.

Unit 2: Accounting for a Trading Business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business and then suggest strategies to the owner on how to improve the performance of the business.

Areas of Study
1. Recording and Reporting Accounting Data and Information.
In this area of study students record and report the financial data and information of a single activity sole trader using the single entry system of recording. Both manual and ICT methods of recording and reporting are used.

2. ICT in Accounting.
This area of study enables students to develop an understanding of the role and importance of ICT in the accounting process. Students use an accounting software package to record and report financial data and information for a single activity sole trader.

This area of study looks at the measurement and evaluation of a business, using financial and non-financial information. It focuses on an evaluation of a particular area/s, such as stock or debtors, and then the suggestion of strategies that will improve business performance.

Unit 3: Recording and Reporting for a Trading Business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting and the perpetual method of stock recording with the First In, First Out (FIFO) method.

Areas of Study
1. Recording of Financial Data.
This area of study focuses on the identification and recording of accounting data for a single activity sole trader. Students look at techniques that enhance the decision-making process of a business and the impact of the recording process.

2. Balance Day Adjustments and Reporting and Interpreting Accounting Information.
This area of study looks at accounting processes required at balance day and the techniques of preparing final reports for a single activity sole trader. They identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.
Unit 4: Control and Analysis of Business Performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. This unit covers topics such as the accrual system, the perpetual inventory recording system and budgeting.

Areas of Study

1. Extension of Recording and Reporting.
   In this area of study students collect, measure, process and communicate accounting data and information using a double entry accrual-based system and FIFO. Students explore alternative depreciation methods in the recording and reporting process.

   This area of study focuses on the preparation of budgeted accounting reports and the analysis of financial and non-financial information for a single activity sole trader. Students evaluate this information and discuss strategies to improve the performance of the business.

Assessment and Reporting

Units 1 and 2 will be assessed internally on coursework and end of semester examinations.

In Units 3 and 4 Accounting the student’s level of achievement will be determined by school assessed coursework and external examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%
Art

Aims
This study is designed to enable students to:

• Understand how artworks reflect the values, beliefs and traditions of their own and other cultures
• Analyse, interpret and respond to artworks, ideas and concepts using the support of the Analytical Frameworks
• Critically evaluate ideas and issues used by historical and contemporary artists from different cultures, and examine and consider the different viewpoints expressed in commentaries made by others
• Develop personal ideas and a creative visual language through investigation and experimentation in art making
• Employ practical skills and a conceptual understanding to inform their aesthetic awareness
• Develop confidence to make informed opinions about art issues
• Achieve diversity through cross-media investigation

Unit 1: Art and Meaning
This unit introduces the concept of Analytical frameworks to support the interpretation of the meanings and messages of artworks. Students examine artists in different societies and cultures, and historical periods, and develop their own point of view about the meanings and messages of the studied artworks. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity.

On completion of this unit the student should be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

Unit 2: Art and Culture
This unit focuses on the ways in which art reflects and communicates the values, beliefs and traditions, of the societies for and in which it is created. Students explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes.

On completion of this unit the student should be able to demonstrate technical and artistic development in the presentation of visual responses that includes one finished artwork, through the exploration of selected media, materials and techniques.

Unit 3: Interpreting Art
This unit focuses on student’s critical response as they interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. On completion of this unit the student should be able to explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected analytical frameworks to reflect upon and annotate their work.

Unit 4: Art Realisation and Resolution
This unit focuses on the student’s continuing development of personal points of view and informed opinions about art Ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues and consider how these themes are communicated through artwork. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this Information to formulate and support their own developing points of view. On completion of this unit the student should have progressively communicated ideas, directions and personal concepts. In a body of work that includes at least one finished artworks, having used selected analytical frameworks to underpin reflections on their artmaking.

Assessment and Reporting
Units 1 and 2 will be assessed internally on coursework and end-of-semester exams Units 3 and 4 – in Art the student’s level of achievement will be determined by a school-assessed task, school assessed coursework and end of year examination. Percentage contributions to the final assessment are as follows:

• Unit 3 school-assessed coursework: 10%
• Unit 4 school-assessed coursework: 10%
• Unit 3 and 4 school-assessed task: 50%
• Units 3 and 4 examination: 30%
Biology

Aims
This study is designed to enable students to:

• Develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism;
• Examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time;
• Understand the nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences;
• Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and the laboratory;
• Apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts;
• Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions;
• Communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Students must complete at least Unit 2 if considering doing Units 3 and 4, although it is preferable that Unit 1 has been completed as well.

Units 1-4: Key Skills
In this study a set of key skills is considered essential to Biology. These skills apply across Units 1 to 4. These skills include the ability to:

• Investigate and inquire scientifically
• Apply biological understandings
• Communicate biological information and understandings

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

Areas of Study
How do organisms function:
This area of study focuses the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

How do living systems sustain life:
This area of study focuses on the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

Practical investigation:
In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

Unit 2: How is continuity of life maintained?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

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Practical investigation:
In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.
Areas of Study

How does reproduction maintain the continuity of life:
This area of study focuses on the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

How is inheritance explained:
This area of study focuses on the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Investigation of an issue:
This area of study focuses on applying and extending the knowledge and skills developed in Area of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

Unit 3: Signatures of Life
This unit examines the molecules and biochemical processes that are indicators of life. DNA structure and function and its universality in relation to genes and coding for proteins are also considered. It investigates the significant role of proteins in cell functioning and how protein structure relates to its function in an organism’s tissue. An investigation of cell communication at the molecular level in regulating cellular activities is also carried out.

Areas of Study
Molecules of Life
This area of study focuses on the activities of cells at molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes.

Detecting and Responding
This area of study focuses on how biomolecules respond depending on whether molecules are ‘self’ or ‘non-self’ and the role of signalling molecules in coordination and regulation.

Unit 4: Continuity and Change
This unit examines evidence for evolution of life forms over time. The mechanisms of inheritance, DNA, mitosis and meiosis, causes of variation, both genetic and environmental, are explored in relation to how the present biodiversity of our planet has arisen. An investigation of the relationships between biological, cultural and technological evolution and how historical development of ideas and technological advances has contributed to current understanding is also considered.

Areas of Study
Heredity
This area of study focuses on molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. Included is an investigation of asexual and sexually reproducing organisms.

Change Over Time
This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exam
Units 3 and 4: In Biology school-assessed course work and an end-of-year examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

• Unit 3 school assessed course work: 20%
• Unit 4 school-assessed course work: 20%
• Units 3 and 4 examination: 60%
Business Management

Aims
This study is designed to enable students to:

- Acquire knowledge of the ways in which businesses are managed
- Develop an understanding of management and the concepts and relationships on which it is built
- Examine the role and functions of management across a range of contexts
- Explore the operation of management in practice
- Acquire a knowledge of the skills required in management
- Examine the values and assumptions underlying business management practice and theory

Unit 1: Small Business Management
1. Introducing business:
This area of study provides students with an understanding of the characteristics of a range of businesses and their internal and external environments while developing an understanding of business in Australia.

2. Small business decision-making, planning and evaluation:
This area of study examines processes used in decision making, planning and the application of ethics and social responsibility within the context of small business.

3. Day-to-day operations (management of staff):
This area of study examines the essential, on-going activities which sustain an ethical small business and promote its successful growth. The focus is the management of staff which provides students with an overview of one of the most important aspects of small business. It also provides a useful preview for students of the topic “Human Resource Management” which appears in the Year 12 course (Units 3 & 4).

Unit 2: Management in Action
1. Communication in business:
This area of study introduces students to the concept of communication in business, with an emphasis on its importance and the methods and forms it can take. Communication and its relationship to business objectives and strategy will be considered.

2. Managing the marketing function:
This area of study involves an examination of the planning used by management to position its products and services in the marketplace.

3. Managing the public relations function:
This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication processes and strategies.

Unit 3: Corporate Management
This unit explores the way in which large organisations are managed in order to achieve their objectives. This unit illustrates the way in which operations management is incorporated into the total management structure of the large organisation.

Areas of Study
1. Large Scale Organisations in Context
This area of study involves an examination of the role and importance of large scale organisations to the Australian economy.

2. Internal Environment of Large-Scale Organisations
This area of study involves an examination of some key internal elements of large scale organisations including management roles, styles and skills.

3. Operations Management
This area of study involves an examination of operations management practices and processes within large-scale organisations.
Unit 4: Human Resource and the Management of Change
This unit focuses on the management of the human resources of a business and how large-scale organisations adapt to change.

Areas of Study
1. Human Resource Management
This area of study involves an examination of the human resource management function including key strategies used within large-scale organisations in Australia.

2. The Management of Change
This area of study involves an examination of the way in which change is managed within large organisations and considers significant change issues.

Assessment and Reporting
Units 3 and 4: School-assessed coursework and an external end of year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:
• Units 1 and 2 will be assessed internally on course work and end-of-semester exams
• Unit 3 school-assessed course work: 25%
• Unit 4 school-assessed course work: 25%
• Units 3 and 4 examination: 50%
Chemistry

Aims

This study is designed to enable students to:

- Develop their understanding of the language, processes and major ideas of chemistry
- Understand the role of experimental evidence in developing and generating new ideas and knowledge in chemistry
- Understand the ways chemical knowledge is organised, challenged, revised and extended
- Assess the quality of assumptions and the limitations of models, data and conclusions
- Develop skills in the design and safe conduct of practical investigations including risk assessment, hazard identification and waste management
- Develop the skills and knowledge required to complete experimental processes and procedures and undertake research investigations
- Conduct practical investigations to collect, interpret, and analyse data and evidence, and present conclusions
- Develop skills in the effective communication of chemical ideas to a range of audiences
- Be aware of the ethics of scientific research that apply to investigations in chemistry
- Understand how chemistry relates to other areas of science and technology
- Be aware of the social, economic and environmental impacts of current and emerging areas of chemistry and associated technologies.

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Chemistry Units 3 and 4.

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Areas of Study

How can knowledge of elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students investigate the nature of metals and ionic compounds and their properties. The mole concept and related quantitative aspects are introduced.

How can the versatility of non-metals be explained?

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

Research Investigation

In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials.

Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures.

Areas of Study

How do substances interact with water?

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations.

How are substances in water measured and analysed?

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water. The concept of molarity is introduced and students measure concentrations of solutions. Students apply the principles of stoichiometry to a range of instrumental techniques.

Practical Investigation

This investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.
Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Some techniques of analysis have been refined over many years to make them quicker and more accurate. Other techniques are now used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry. State of the art analytical tools such as the Australian synchrotron will enable investigation of the properties of materials and chemical reactions at the micro level.

Students will also investigate organic reaction pathways and the chemistry of particular organic molecules. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. The role of organic molecules in the generation of biochemical fuels will be investigated.

Areas of Study

Chemical Analysis

This area of study uses a variety of analytical techniques to analyse products in the laboratory. Students will conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. The analytical techniques of spectroscopy and chromatography will be introduced. Students will relate the operation of the analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

Organic Chemical Pathways:

This area of study involves the investigation of systematic organic chemistry including the production of starting materials for particular reaction pathways. Using molecular models and conducting simple laboratory investigations, students will observe the properties and reactions of different homologous series and functional groups. Students will investigate the use of biochemical fuels, and the use and role of organic chemicals in the development of medicines.

Unit 4: Chemistry at Work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Students will also investigate how energy is produced from a range of available energy resources and consider the efficiencies, advantages and disadvantages of each energy resource. The operating principles of galvanic cells and electrolytic cells, in the laboratory and in commercial and industrial applications will be investigated.

Areas of Study

Industrial Chemistry

This area of study focuses on the factors that affect the rate and extent of a chemical reaction, and how these factors are considered in achieving the optimum reaction conditions in the industrial production of chemicals. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria. They will conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier’s Principle to explain their results.

Supplying and Using Energy:

This area of study focuses on the use of different energy resources. How each resource is used, the extent of the reserves of some of these resources, and the advantages and disadvantages of their continued use are evaluated. Students conduct experiments using calorimeters to measure the energy of chemical reactions. Simple galvanic and electrolytic cells will be constructed and operated, with an analysis of the results performed by application of the electrochemical series. Students will extend their study of stoichiometry with the application of Faraday’s laws to solve problems involving quantitative calculations for electrolysis reactions.

Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exam

Units 3 and 4:

• Unit 3 school-assessed course work: 20%
• Unit 4 school-assessed course work: 20%
• Unit 3 & 4 examination: 60%
Chinese (Second Language)

Aims
The VCE Chinese course is designed to enable students to use the language to understand and appreciate the cultural context in which Chinese is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Chinese and English and/or other languages and to apply Chinese to work, further study, training or pleasure.

Areas of Study (Units 1 – 4)
The Areas of Study for Chinese comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common Areas of Study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
There are three prescribed themes:
1. The individual
2. The Chinese -speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following kinds of writing: personal, imaginative, persuasive, informative and evaluative.

Assessment and Reporting

Units 1 and 2
Students will be assessed internally on course work and end-of-semester exams.

Units 3 and 4
In Chinese the student’s level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%
English

Aims
This study is designed to enable students to:

• Extend their English language skills through thinking, listening, speaking, reading, viewing and writing
• Enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
• Analyse and discuss a range of texts from different periods, styles, genres and contexts
• Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
• Understand how ideas are presented by analysing form, purpose, context, structure and language
• Analyse their own and others’ texts, and make relevant connections to themselves, their community and the world
• Convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
• Recognise the role of language in thinking and expression of ideas
• Demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
• Think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
• Extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
• Extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

Year 11 (Units 1 and 2) is organised into two areas of study

Unit 1
Area of Study 1
Reading and Creating Texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues.

They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.
Area of Study 2

Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience.

Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others. Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

Unit 2

Area of Study 1

Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

Area of Study 2

Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Students practice developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed. They use the features of texts appropriately and include accurate referencing and acknowledgment.
Unit 3 & 4

Area of Study 1

**Reading and Responding**

- Identify and discuss the structure, features and conventions used by the authors of narrative texts to construct meaning in relation to the development of character, ideas and themes
- Analyse complex texts and the social, historical and/or cultural values embodied in texts
- Discuss different ways of interpreting texts as well as the strategies used by readers to develop understandings
- Construct responses to texts, including the use of appropriate metalanguage, to discuss the textual features and textural evidence to support a response

Area of Study 2

**Creating and Presenting**

- The relationship between purpose, form, language and audience in a range of print, non-print and multimodal text types, with close attention to authors’ choices of specific structures and features; for example, style, images, design, point of view, tone and register
- The ideas and arguments relevant to the chosen Context, including an understanding of the ideas and arguments presented in selected texts
- Draw on ideas and arguments presented in selected texts

Area of Study 3

**Using Language to Persuade**

- Identify the structures, features and conventions of a range of persuasive texts from the Australian media – print, non-print and multimodal – constructed for different audiences and contexts
- Use strategies and appropriate metalanguage for identifying, analysing and comparing the use of verbal and non-verbal (including visual) language to position readers in particular ways
- Gather, organise, analyse and synthesise information and ideas into a sustained, coherent and logical argument

Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. Units 3 and 4:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Examination: 50%
English Literature

Aims
Units 1 and 2 are designed to enable students to:

• Develop an enjoyment of language and literature through reading deeply, widely and critically
• Appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
• Read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
• Demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
• Develop the capacity for critical thinking and understanding of the relationship between literature and society
• Develop an understanding of literary criticism
• Develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
• Develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

Units 3 and 4 are designed to enable students to:

• Develop an appreciation of literature through experiencing a range of quality literary works;
• Gain an understanding of the variety of human experience;
• Develop a critical awareness of cultures past and present as presented in literature;
• Read closely and engage in detailed critical analysis of the key literary features;
• Develop interpretative skills by hypothesising and drawing inferences from text;
• Reflect on their own interpretations and evaluate those of others;
• Develop the capacity to write confident analytical and creative responses to text.

Unit 1 - Approaches to Literature
Areas 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 responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Area of Study 2
Ideas and concerns in texts
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Unit 2 - Context and Connections
Area of Study 1
The text, the reader and their contexts
In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. 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 period 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. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
Area of Study 2
Exploring connections between texts
In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Units 3
Area of Study
Adaptations and Transformations
• Analysing the construction of texts in terms of characterisation, tone, style, structure and point of view;
• Identifying typical features of a range of forms of text and genres, evaluating their significance in the making of meaning;
• Identifying and commenting on the similarities and differences between the original and adapted or transformed text.

Views, Values and Contexts
• Identifying and discussing views and values in the text;
• Analyse how views and values are suggested by what the text endorses, challenges and leaves unquestioned;
• Comparing different interpretations of text;
• Justifying an interpretation of views and values of a text through close attention to textual detail.

Considering alternative viewpoints
• Identifying and evaluating the viewpoints or theoretical perspectives expressed in a review, critical essay or commentary and showing understanding of its underlying values and assumptions.
• Constructing an interpretation providing supporting evidence from the text.

Unit 4
Area of Study
Creative Responses to Text
• Identifying and recreating imaginatively the construction, context, point of view and form of a particular text, choosing stylistically appropriate features
• Demonstrating insight into abstract and complex ideas
• Reflecting critically on what was learned about the original text in the process of producing the creative response

Close Analysis
• Analysing the features of a text, making appropriate connections between them
• Using close analysis of text to develop and justify an interpretation

Assessment and Reporting
• Unit 3 school assessed course work: 25%
• Unit 4 school assessed course work: 25%
• End of year examination: 50%
The VCE French course is designed to enable students to use the language to understand and appreciate the cultural context in which French is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between French and English and/or other languages and to apply French to work, further study, training or pleasure.

Areas of Study (Units 1 – 4)
The Areas of Study for French comprise different themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common Areas of Study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
The three prescribed themes are:
1. The Individual
2. The French Speaking Communities
3. The Changing World

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In French the student’s level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%
Further Mathematics
This course is designed for those students who wish to complete a Units 3 & 4 Mathematics subject, but do not necessarily need Mathematical Methods as a prerequisite for their tertiary study.

Units 3 & 4
There are two Areas of Study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’.

Data Analysis
(Core material)

Applications
(two modules of which four are to be chosen)

End of Year Examinations

Examination 1
Multiple choice questions drawn from “Data Analysis” and two selected ‘applications’ modules.

Examination 2
Extended answer questions equally weighted from the core and two selected ‘applications’ modules.

General Mathematics Further
General Mathematics Further is for students who wish to continue to study Mathematics but don’t necessarily need it as a prerequisite for tertiary study. It leads to Further Mathematics 3 & 4 in Year 12.

Units 1 & 2
The topics are chosen by the teacher from the following:

Data Analysis and Simulation
This area of study includes displaying, summarising and interpreting univariate and bi-variate data and the design, construction and evaluation of probability simulation models.

Arithmetic
This area of study covers applications of arithmetic involving natural numbers, integers, rational numbers, real and complex numbers, matrices and sequences and series.

Algebra
This area of study includes linear and non-linear relations and equations, matrices, and algebra and logic.

Graphs of Linear and Non-linear Relations
This area of study covers the sketching and interpretation of linear and non-linear graphs, modelling with linear and non-linear graphs, variation and a numerical and graphical approach to rectilinear motion.

Decision and Business Mathematics
This area of study covers definitions and applications of undirected graphs, linear programming and financial arithmetic.

Geometry and Trigonometry
This area of study includes shape measurement, co-ordinated geometry, trigonometry, vectors and geometry in two and three dimensions.
Specialist Mathematics

Units 1 & 2

General Mathematics Specialist can be taken by three categories of student.

1. Students who have completed Mathematical Methods 1 & 2 in Year 10 with a grade of B or better have the option of doing General Mathematics Specialist in Year 11 before pursuing Mathematical Methods 3 & 4 in Year 12. This has the advantage that a student will be better prepared to perform at their best in Mathematical Methods 3 & 4 as well as having met the prerequisites for Specialist Mathematics 3 & 4 should they wish to study this subject.

2. It can be taken concurrently with Mathematical Methods 1 & 2 and can be used to gain a more solid foundation for Mathematical Methods 3 & 4 and/or as a prerequisite for Specialist Mathematics 3 & 4 for those students who are very interested in Mathematics and wish to study it further at tertiary level.

3. It can be taken concurrently with Mathematical Methods 3 & 4 for those students who are studying Mathematical Methods 3 & 4 while in Year 11 and who wish to study Specialist Mathematics 3 & 4 when in Year 12.

This course is designed to strengthen a student’s preparation for Mathematical Methods 3 & 4 and to introduce topics which will be studied in depth in Specialist Mathematics.

The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Arithmetic and number’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and two other selected areas.

Assessment and Reporting for all Mathematics Subjects

- Units 1 and 2 will be assessed internally on course work and end-of-semester exams
- Units 3 and 4: In Mathematics, the student’s level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:
  - Units 3-4 school-assessed course work: 34%
  - Units 3-4 examinations: 66%
Global Politics Units 1 and 2

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

Areas of Study
Unit 1: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The way in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Outcome 1
On completion of this unit the student should be able to describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

Outcome 2
On completion of this unit the student should be able to explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

Unit 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the “global citizen.” In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

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

Outcome 1
On completion of this Unit the student should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

Outcome 2
On completion of this Unit the student should be able to describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified above. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Students will also sit an examination at the end of each semester.

* These units can be undertaken as part of the compulsory Year 11 Jewish Studies requirement due to the focus on the Middle East.
Health and Human Development

Aims
This study is designed to enable students to:

• Develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
• Develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
• Develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
• Critically examine health and human development from an individual, community, national and global perspective;
• Develop an understanding of the interdependencies between health, human development and sustainability;
• Identify, develop and evaluate behaviours and strategies that promote health and human development;
• Analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

Structure
The study is made up of four units:

• Unit 1: The health and development of Australia’s youth
• Unit 2: Individual human development and health issues
• Unit 3: Australia’s health
• Unit 4: Global health and human development

Unit 1: The Health and Development of Australia’s Youth

Outcome 1
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

Unit 2: Individual Human Development and Health Issues

Outcome 1
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development during pre-natal stage.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

Outcome 3
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.

Unit 3: Australia’s Health

Outcome 1
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Outcome 2
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.
Unit 4: Global Health and Human Development

Outcome 1
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries and evaluate progress towards the United Nations’ Millennium Development Goals.

Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse interrelationships between health, human development and sustainability.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
School-assessed Coursework and examination:

• Unit 3 School-assessed Coursework: 25%
• Unit 4 School-assessed Coursework: 25%
• Examination: 50%
Hebrew

Objectives
The VCE Hebrew course is designed to enable students to use the language to understand and appreciate the cultural context in which Hebrew is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Hebrew and English and/or other languages and to apply Hebrew to work, further study, training or pleasure.

Areas of Study (Units 1 – 4)
The Areas of Study for Hebrew comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics.

The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
There are three prescribed themes:
1. The individual
2. The Hebrew-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following kinds of writing: informative, imaginative, persuasive, personal, evaluative, reflective, narrative or descriptive either individually or in combination.

Assessment and Reporting

Units 1 and 2
Students will be assessed internally on course work and end-of-semester exams.

Units 3 and 4
Student’s level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%
Hebrew Tertiary (UMEP) (not offered in 2016)

The University of Melbourne Extension Program offers an exciting opportunity to study at university level during Year 12, giving a head start on future studies. The Hebrew Extension Program subject is accredited by the Victorian Curriculum and Assessment Authority (VCAA); and is equivalent in content to current first-year University of Melbourne subjects.

There are 4 hours of language classes per week. Each semester a different subject is taught equivalent to 12.50 credit points in the undergraduate level.


Areas of Study

This subject focuses on advanced modern literary texts, including study of contemporary Hebrew writers in prose and poetry, modern conversational idiom and newspaper and academic articles. At the completion of this subject students should have read, and possess an understanding of, selected advanced scientific and academic articles and essays.

Prerequisites

Completion of Hebrew 3/4 in Year 11 or equivalent. Applicants who have not completed Hebrew 3/4 will be required to attend an interview and/or sit a test to determine whether their proficiency is equivalent to 3/4 level. A high level of achievement in all Year 11 subjects is required.

Assessment

- Written essays, totalling 2000 words (to be completed throughout semester) - 40%
- A ten-minute oral exam 10% (due in examination period)
- A 2-hour written examination 50% (during the examination period)
- A minimum of 75% of class attendance is required.
- Assessment submitted late without an approved extension will be penalised
VET Hebrew – Certificate II and III in Applied Languages

Objectives
The VET Hebrew course is designed for the acquisition of the four major language skills: Speaking, Listening, Writing and Reading. This course is designed to provide students with language skills and cultural knowledge to enable them to communicate in social and workplace situations in Hebrew both in Australia and overseas. The course consists of four compulsory units that aim to provide learning opportunities to students with genuine interest in the vocation to develop skills that will equip them for the workplace in an adult learning environment. Students learn to communicate in the target language for the above purposes and in many contexts, using a wide range of competencies in conversational activities, writing, and role playing. They are encouraged to use relevant ICT tools and to reflect on their thinking process and personal learning of the Hebrew language.

Content
The content in VET Hebrew is drawn from two themes: communication for social purposes; communication for workforce purposes. Each unit is based around a list of new words, which are the key building blocks of the study.

Different text types are studied including: conversations and role plays from the daily life, workplace oral communication, and variety of informative texts related to social and workplace situations, general world knowledge, Israeli phrases and songs.

This vast variety of texts, both oral and written, is designed to challenge and advance students’ language abilities. Texts vary in length, structure and new vocabulary, the organisation and familiarity of content.

Units of Competency
UOC – Certificate II (unit 1-2)*
VU20600
VU20601
VU20602
VU20603

UOC – Certificate III (unit 3-4)*
VU20604
VU20605
VU20606
VU20607

ATAR
This subject does not have a study score, but can contribute towards the ATAR as block credit. For clarification, speak to VCE Co-ordinator or Careers Counsellor.

*Each UOC is a prerequisite for the following unit.
Certificate III can only be studied on the completion of Certificate II.
On completion of Certificate III in Applied Languages (Hebrew) a certificate is received.
History (Ancient History)

Aims:
This study enables students to:

• Develop an understanding of the nature of history as a discipline and to engage in historical inquiry
• Ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
• Use historical thinking concepts such as significance, evidence, continuity and change, and causation
• Explore a range of people, places, ideas and periods to develop a broad understanding of the past
• Engage with debates between historians in an informed, critical and effective manner
• Recognise that the way in which we understand the past informs decision-making in the present
• Appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

Structure:
The study is made up of 4 Units.

Unit 1: Ancient Mesopotamia
Area of Study 1: Discovering civilisation
On completion of this unit the student should be able to explain the development of civilisation in Mesopotamia.

Area of Study 2: Ancient empires
On completion of this unit the student should be able to explain continuity and change in Mesopotamia as new peoples and ruling elites emerged.

Unit 2: Ancient Egypt
Area of Study 1: Egypt: The double crown
On completion of this unit the student should be able to explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.

Area of Study 2: Middle Kingdom Egypt: Power and propaganda
On completion of this unit the student should be able to explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Unit 2: Early China
Area of Study 1: Ancient China
On completion of this unit the student should be able to explain the development of civilisation in Ancient China.

Area of Study 2: The early empires
On completion of this unit the student should be able to explain the rise and fall of the Qin and Han empires.

Units 3 and 4: Ancient history
Area of Study 1: Unit 3 and Unit 4: Living in an ancient society
On completion of this unit the student should be able to explain and analyse the social, political and economic features of an ancient society.

Area of Study 2: Unit 3 and Unit 4: People in power, societies in crisis
On completion of this unit the student should be able to evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point.

Assessment and reporting:
Units 1 and 2 will be assessed internally on course work and end-of semester exams.
School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score. The examination will contribute 50 per cent to the study score.
Information Technology

Computing

Aims
This study enables students to:

• Apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
• Understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
• Become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
• Understand the components of information systems and the architecture of the associated digital systems
• Understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
• Apply computational, design and systems thinking skills when creating digital solutions.

Unit 1: Computing
This unit focuses on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

Areas of Study
1. Data & Graphic Solutions
Outcome 1: Students shall acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.

2. Networks
Outcome 2: Students shall design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.

3. Collaboration and communication
Outcome 3: Students shall design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

Unit 2: Computing
This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Areas of Study
1. Programming
Outcome 1: Students shall design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

2. Data analysis and visualisation
Outcome 2: Students shall apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.

3. Data management
Outcome 3: Students shall apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Unit 3: Informatics (not offered in 2016)
This unit focuses on data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

Areas of Study
1. Organisations and data management
Outcome 1: Students should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

2. Data analytics: drawing conclusions
Outcome 2: Students shall use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.
Unit 4: Informatics (not offered in 2016)
This unit focuses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Areas of Study
1. **Data analytics: presenting the findings**
   **Outcome 1:** Student shall design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

2. **Information management**
   **Outcome 2:** Students shall compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester examinations. Units 3 and 4 in Information Technology, school-assessed course work and examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examination: 50%
Legal Studies

Aims
This study is designed to enable students to:

• Develop a knowledge of some of their basic legal rights, the means available to protect and assert their rights, and their obligations under the law
• Identify legal problems and the means by which they may be resolved
• Develop an understanding of the extent to which individuals have equality under the law regardless of sex, race, religion or status
• Establish links between law-related and other problems in contemporary society, particularly within the Australian context
• Evaluate the effectiveness of laws and recent reforms to the law and analyse current proposals for further reform and the process by which change is effected
• Evaluate the effectiveness of the adjudicating and decision-making bodies that apply and enforce the law in the Australian legal system
• Develop the ability to research and evaluate evidence and arguments, and form reasoned conclusions
• Develop an analytical approach to legal problem solving
• Develop an appreciation of the individual collective responsibility of citizens in a democratic society for the creation and operation of laws and evaluate participation in the process through which Australian society regulates its activities and reforms its laws

Unit 1: Criminal Law and Justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts as well as exploring the concepts of fairness and justice within the criminal justice system.

Areas of Study
1. Criminal Law
This area of study covers: the differences between legal and non-legal rules; the distinction between criminal and civil law; an introduction to law-making; effective criminal laws; criminal liability; types of crime and related defences; rights and responsibilities; possible sanctions and their effectiveness; effects of crime.

2. The Courtroom
This area of study covers: reasons for a court hierarchy; purpose and criminal jurisdiction of courts in Victoria; procedures of the criminal trial; the adversarial system; court personnel and their roles; the jury system; difficulties faced by individuals in gaining legal advice and representation.

Unit 2: Civil Law and the Law in Focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims available to enforce the rights of citizens. It looks at the judicial procedure as well as alternative avenues of dispute resolution and their effectiveness. Students have the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Areas of Study
1. Civil Disputes
This area of study covers: the need for civil laws; differences between civil and criminal laws; the role of a formal court hierarchy in civil disputes; law-making through the courts; definition of civil law; its protection of the rights of the individual; tort law and contract law and related defences.

2. Civil Law in Action
This area of study covers: pre-trial and trial procedures used in civil cases; the role of the jury system; alternative dispute resolution, such as mediation, conciliation, arbitration; role of tribunals; civil remedies and their objectives; difficulties of exercising civil rights in the legal system.

3. The Law in Focus
One or more areas of law should be selected from a list including items such as: family law, environmental and neighbourhood relationships; technological issues; human rights; sports law; consumers’ rights and responsibilities; wills; and young people and the law.
Unit 3: Law-Making
In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

1. Parliament & the citizen
Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

2. The Constitution & the protection of rights
Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

3. The role of the courts in law-making
Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Unit 4: Dispute Resolution
This unit explores and evaluates the function and jurisdiction of courts, tribunals and alternative avenues of dispute resolution. Students examine the criminal and civil pre-trial processes and procedures which operate within the Victorian legal system as well as the jury system and the strengths and weaknesses of the adversary system as compared to features of the inquisitorial system. Students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Areas of Study
1. Criminal Cases and Civil Disputes
This area of study focuses on the varying jurisdictions and functions of courts in the State and Federal court hierarchy, as well as tribunals and alternative methods of dispute resolution, comparing and evaluating these.

2. Court Processes and Procedures
This unit of study looks at the elements of an effective legal system and the processes and procedures for the resolution of criminal cases and civil disputes and a discussion of their effectiveness.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams
Units 3 and 4: In Legal Studies, school-assessed course work and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Units 3 and 4 examination: 50%
Mathematical Methods (CAS)

Units 1 & 2
Mathematical Methods is recommended for anyone interested in further study in the sciences, commerce or any tertiary courses that require Mathematics as a prerequisite.

Functions and Graphs
This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.

Algebra
This area of study supports material in the “Functions and graphs” area of study. The focus is on the algebra of simple polynomial functions such as linear, quadratic and cubic functions. The area of study provides an opportunity for the revision and further development of content, as well as the study of related algebra material introduced in other areas (circular functions and exponential and logarithmic functions).

Rates of Change and Calculus
This area of study introduces intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of constant, average and instantaneous rates of change. This area of study also covers the differentiation and anti-differentiation of polynomials of degree no higher than three.

Probability and Statistics
This area of study covers introductory probability and techniques for applying probability to various single and multiple event situations.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of semester exams.

Mathematical Methods (CAS)
Students are assumed to have completed Mathematical Methods 1 & 2 before taking this course.

Units 3 & 4
Function & Graphs
This area of study includes being able to interpret and sketch graphs of polynomials, logarithms and exponentials. Graphs derived from translations, reflections, dilations and addition of ordinates. Graphs of sin, cos and tan and the solutions of trigonometric equations.

Calculus
Finding the gradient function and using the rules for derivatives. Applying the product, quotient and chain rules. The application of differentiation to a variety of problems. Integration and calculations of areas under curves.

Probability and Statistics
Includes the study of discrete and continuous random variables and understanding the notion of a random variable, related parameters, properties and appreciation and interpretation in context for a given probability distribution. Also includes statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Algebra
Use of algebra is covered in all the above areas.

End of Year Examinations

Examination 1
Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

Examination 2
Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.
Media

Aims
This study enables students to:

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

Structure
The study is made up of four units:

- Unit 1: Representation and technologies of representation
- Unit 2: Media production and the media industry
- Unit 3: Narrative and media production design
- Unit 4: Media process, social values and media influence

Unit 1: Representation and technologies of representation
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Areas of Study

Representation
This area focuses on an analysis of media representations and how such representation present, for example, events, people, places and organisations.

Technologies of Representation
This area focuses on the production by students in two or more media forms. Students then compare how the application of the different media technologies affects the meanings that can be created in the representations.

New Media
Students investigate the changes, possibilities and issues that arise from the development of new technologies and how these alter audience experience and understanding of the media.

Unit 2: Media production and the media industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Areas of Study

Media Production
This area of study focuses on media production undertaken by students within a collaborative context and the student’s explanation of the process.

Media Industry Production
A detailed focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.
Australian Media Organisations
An analysis of Australian media organisations and the social and industrial framework within which they operate.

Unit 3: Narrative and media production design
In this unit students develop an understanding of film production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience.

They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Areas of Study

Narrative
An analysis of the narrative organisation of fictional film texts. Students undertake the study of at least two texts in the same media form.

Media Production Skills
A development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.

Media Production Design
Students prepare a production design plan for a media product designed for a specific audience in a selected media form.

Unit 4 Media: process, influence and society’s values
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Areas of Study

Media Process
This area of study focuses on the production of one media product based on a media production design plan.

Media texts and society’s values
Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media.

Media Influence
An exploration of the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media’s influence.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams. School-assessed course work for Unit 3 will contribute 6% to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 37% to the study score and an end-of-year examination, which will contribute 45% to the study score.

School-assessed course work for Unit 4 will contribute 12 per cent to the study score.
Music

Aims
This study is designed to enable students to:

- Develop skills in practical music making and performance
- Develop performance skills in solo and group contexts
- Develop skills in giving prepared and unprepared performances
- Develop skills in aural comprehension
- Develop skills in musical composition
- Perform a program of selected works
- Develop an understanding of key musical elements used by interpreters
- Develop an understanding of personal interpretation in music performance
- Develop the capacity to discuss interpretations in recording according to established conventions

Units 1 & 2
Music Performance develops intellectual, aesthetic and cultural understanding of music in solo and group settings.

Unit 1 focuses on achieving flexibility in music performance. Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance.

Units 3 & 4
As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship and theoretical knowledge to interpret and analyse solo and ensemble works in a range of styles.

Units 3 and 4 Solo Performance focuses on the preparation and presentation of performances in solo or ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

N.B. Depending on individual students’ interest and ability, the Unit 3/4 sequence may include Music Investigation and/or Music Style and Composition.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Music Performance, school-assessed course work and two examinations will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- School assessed course work: 25%
- Performance and written external examinations: 75%
Philosophy (only units 1 and 2 are offered in 2016)

Aims

- Understand the nature of philosophy and its methods
- Identify and articulate philosophical questions
- Understand and analyse significant philosophical ideas, viewpoints and arguments, in their historical contexts
- Explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- Understand relationships between responses to philosophical questions and contemporary issues
- Cultivate open-mindedness, reflecting critically on their own thinking and that of others, and exploring alternative approaches to philosophical questions.

Structure

The study is made up of four units

Unit 1: Existence, knowledge and reasoning
Unit 2: Questions of value
Unit 3: Minds, bodies and persons
Unit 4: The good life

Unit 1: Existence, knowledge and reasoning

Area of Study 1 Metaphysics
On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.

Area of Study 2: Epistemology
On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.

Unit 2: Questions of value

Area of Study 1

Ethics and moral philosophy
On completion of this unit the student should be able to analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

Area of Study 2

Further problems in value theory
On completion of this unit the student should be able to analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

Area of Study 3

Techniques of reasoning
On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

Unit 3: Minds, bodies and persons

Area of Study 1 Minds and bodies
On completion of this unit the student should be able to discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.

Area of Study 2 Personal identity
On completion of this unit the student should be able to analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.
Unit 4: The Good Life

Area of Study 1 Conceptions of the good life
On completion of this unit the student should be able to analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Area of Study 2
Living the good life in the twenty-first century
On completion of this unit the student should be able to discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of semester exams.
In Units 3 and 4, school-assessed course work and examinations will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

• School-assessed Coursework for Unit 3 will contribute 25 per cent.
• School-assessed Coursework for Unit 4 will contribute 25 per cent.
• The examination will contribute 50 per cent.
Physical Education

Aims
This study enables students to:

• Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
• Develop a critical perspective on physical activity across the lifespan
• Investigate the promotion of physical activity in a variety of settings
• Examine how the body systems work together to produce movement
• Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
• Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
• Use practical activities to underpin theoretical understanding.

Structure
The study is made up of four units:

• Unit 1: Bodies in motion
• Unit 2: Sports coaching and physically active lifestyles
• Unit 3: Physical activity participation and physiological performance
• Unit 4: Enhancing performance

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Unit 1

Outcome 1
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

Outcome 2
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Outcome 3
Two detailed studies are available in Unit 1. One detailed study is to be selected from:

• Technological advancements from a biomechanical perspective
• Injury prevention and rehabilitation

Unit 2

Outcome 1
On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

Outcome 2
On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 3
Two detailed studies are available in Unit 2. One detailed study is to be selected from:

• Decision making in sport
• Promoting active living
Unit 3 Physical Activity Participation and Physiological Performance

Area of Study 1

Outcome 1
On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to Australia’s Physical Activity and Sedentary Behaviour Guidelines.

Area of Study 2

Outcome 2
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4: Enhancing Performance

Area of Study 1

Outcome 1
On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

Area of Study 2

Outcome 2
On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment and Reporting

Units 3 and 4 will be assessed internally on course work and by one end of year examination based on both units;

- Unit 3 School Assessed course work: 25%
- Unit 4 School Assessed course work: 25%
- Unit 3 and 4 Examination: 50%
Physics

Aims
This study is designed to enable students to:

- Become familiar with the language, methods and major ideas of physics
- Use the established ideas of physics to interpret the world, developing both a rigorous qualitative and quantitative understanding
- Become familiar with the ways in which knowledge is developed within physics
- Become aware of physics as a particular way of knowing about the world which interacts with the setting, both social and personal, within which it is pursued
- Understand some of the practical applications of physics in present and past technologies as well as any problems associated with them
- Acquire the practical skills necessary to investigate physical phenomena both inside and outside the laboratory
- Develop the capacity and confidence to communicate their knowledge of physics effectively
- Develop curiosity about the physical world; and
- Prepare for careers in physics and physics-based technological areas

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Physics Units 3 and 4.

Unit 1: What ideas explain the physical world?
The focus of this unit is to consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. They examine the motion of electrons and explain how it can be manipulated and utilised.

Areas of Study
How can thermal effects be explained?
In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

How do electric circuits work?
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.

What is matter and how is it formed?
In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

Areas of Study
How can motion be described and explained?
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion.
Options
Twelve 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:

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

Practical Investigation
Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Unit 3: Motion and Electronics
Areas of Study
Motion in One and Two Dimensions
Newtonian theories give important insights into a range of motions, and contribute towards safety considerations. This study focuses on everyday motion. Newton's insights into gravity have led to understanding of the motion of the solar system, the achievements of space travel, and satellite technology. Students will use the Newtonian model in the contexts of transport and safety on Earth, and motion in space. They will use safe and responsible practices when working with moving objects and equipment.

Electronics and Photonics
This area of study extends the ideas about electrical circuits encountered in Unit 1 to electronic devices and also introduces the new area of photonics. Photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation; for example, its production, detection, transport, storage and manipulation. Photonics is the basis of much of modern communication technology. Photonic devices are used with electronic components in smoke detectors, burglar alarms, safety interlocks, televisions, cathode ray oscilloscopes, relative position sensors, communication devices including fibre optic cables, modulators and demodulators, CD/ DVD readers and writers, and computer networks.

Some phenomena which characterise the interface between electronics and photonics are introduced.

Students will use electronic and photonic devices and systems in domestic and industrial contexts.

They will use safe and responsible practices when working with electrical, electronic and photonic equipment.

Detailed Study
One detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies:
1. Einstein's Special Relativity
2. Materials and their use in Structures
3. Further Electronics
4. Synchrotron and its Applications
5. Photonics
6. Sound

The detailed study selected requires four weeks of class time.
Unit 4: Electric power and Interactions of light and matter

Areas of Study

Electric Power
The generation, transmission, distribution and use of electric power are crucial to modern life. Students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, alternators and transformers, and electric power transmission and distribution. They will use safe and responsible practices when working with electricity and electrical measurement.

Interactions of Light and Matter
Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter. These ideas are explored using experimental evidence and conceptual models so that the development of the ideas can be followed alongside developments in technology. Students will use evidence about the interactions of light and matter in the context of models and explanations. They will use safe and responsible practices when working with light sources, lasers and related equipment.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of semester exams.

In Units 3 and 4, school-assessed course work and examinations will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 16%
- Unit 4 school-assessed course work: 16%
- Detailed Study school-assessed course work: 8%
- End-of-year examination: 60%
Psychology

Aims

This study enables students to:

- Apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- Examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology and more broadly to: understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- Develop an informed perspective on contemporary science-based issues of local and global significance
- Apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- Understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- Communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

It is recommended, but not essential, that students interested in undertaking VCE Psychology Units 3 and 4 have previously completed VCE Psychology Units 1 and 2. With the introduction of a new study design for VCE Psychology, entry into Units 3 and 4 in 2017 will require the completion of Units 1 and 2 Psychology in 2016.

Unit 1: How are behaviour and mental processes shaped?

Areas of Study

How does the brain function? In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning.

What influences psychological development? In this area of study students explore how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person’s emotional, cognitive and social development and the development of psychological disorders.

Student directed research investigation: In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

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

Areas of Study

What influences a person’s perception of the world? In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person’s perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

How are people influenced to behave in particular ways? In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.
Unit 3: The Conscious Self
Areas of Study

Mind, Brain and Body
This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness including sleep. Students explore the contribution that classic and contemporary research has made to this area of study and interpret behaviours and states of mind from psychological perspectives. They consider the ethical principles associated with the techniques used to investigate brain function and to measure states of consciousness. Students apply appropriate methods of psychological research and ethical principles to their own investigations.

Memory
Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. Students examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

Unit 4: Brain, behaviour and experience
Areas of Study

Learning
This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning and trial-and-error learning. Behaviour not dependent on learning is also explored.

Mental Health
Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and chronic conditions such as addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder. The relationship between stress and mental health is investigated together with the strategies for coping with stress.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.
Units 3 and 4 the student’s level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment areas follows:

- Unit 3 school-assessed course work: 20%
- Unit 4 school-assessed course work: 20%
- End-of-year examination: 60%
Religion and Society

Aims
This study of Religion and Society is designed for all students interested in the great questions of life. This subject is designed to enable students to develop an understanding of one or more faith traditions, develop respect for the perceptions of others in an atmosphere of open inquiry, and develop knowledge of the beliefs, myths and stories, sacred texts and literature, rituals, symbols, social structures, oral and written codes of behaviour, and religious experiences of Judaism and other religious traditions.

Unit 1: Religion in Society
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. At least two religious traditions are studied in depth.

Unit 2: Ethics and Morality
Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and moral viewpoints in religious traditions.

Unit 3: The Search for Meaning
In this unit students begin by studying the religious beliefs developed by the Jewish tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for the tradition and its members through religious beliefs about God and about the meaning, purpose and destiny of human existence. Students also study the continuity and maintenance of religious beliefs and how life experiences interact with religious beliefs.

Unit 4: Challenge and Response
Religious traditions are dynamic institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating and supporting change or resisting change. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society. In this unit students investigate historical challenges to the Jewish tradition arising internally and externally. They also explore contemporary challenges to Judaism in modern, pluralistic society for action on behalf of social justice and for assessment of problems for the tradition arising from social and technological change.

Assessment and Reporting
Units 1 and 2 will be internally assessed with a variety of course work tasks and end-of-semester examinations.

Units 3 and 4 achievement will be determined by a variety of school-assessed course work tasks and an end-of-year examination. Percentage contributions to the final assessment are as follows;

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Unit 4 end-of-year examination: 50%
Specialist Mathematics

Units 3 & 4
This course is designed for those students who are interested in further study in Mathematics and is recommended for students interested in the physical sciences and some engineering and IT courses. Students must have done or be doing concurrently Mathematical Methods 3 & 4.

Functions, Relations and Graphs
Sketch graphs involving addition of ordinates, ellipses and hyperbolae, reciprocals of trigonometric functions. The use of trigonometric identities and compound and double angle formulae.

Algebra
Complex numbers

Calculus
Further methods of differentiation and integration following on from those learned in Mathematical Methods 3&4.

Vectors in One, Two and Three Dimensions
The use of vectors and vector calculus

Mechanics
Equations of motion and the effect of forces acting on a body.

Probability and statistics
In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

End of Year Examinations

Examination 1
Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

Examination 2
Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.
Systems Engineering Units 1 & 2
(Not offered in 2016; please refer to Systems Engineering Units 3 & 4)

Rationale
Systems Engineering involves the design, creation, operation and evaluation of integrated systems. Students will combine programming skills learnt in class to the development of mechanical and robotic systems. Students will:

• Learn about the fundamental mechanical engineering principles and the components and parts required to produce an operational system
• Be provided with the opportunity to produce, test and evaluate an operational system, which will contain mechanical components and elements
• Investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components
• Make, test and evaluate an electrotechnology system

Areas of Study

Unit 1: Introduction to Mechanical Systems
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Outcome 1
On completion of this unit the student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.

Outcome 2
On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Unit 2: Introduction to Electrotechnology Systems
In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

Outcome 1
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

Outcome 2
On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

Assessment
The assessment tasks for both Units 1 and 2 are selected from the following:

• Documentation of the Systems Engineering Process using one or more of: multimedia presentation, folio, brochure, poster, report,
• Production work
• Practical demonstrations
• Test
• Oral presentation
• Project-based learning
Systems Engineering Units 3 & 4

Aims
This study is designed to enable students to:

- Develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system
- Understand the concepts of and develop skills in the design, construction, fault-finding, diagnosis, performance analysis, maintenance, modification, and control of technological systems
- Acquire knowledge of mechanical, electrical/electronic and control systems and apply this knowledge to solve technological problems
- Develop an understanding of how technologies have transformed people’s lives and can be used to solve challenges associated with climate change, efficient energy use, security, health, education and transport
- Acquire knowledge of new developments and innovations in technological systems
- Develop skills in the safe use of tools, measuring equipment, materials, machines and processes, including using relevant information and communications technologies, and understand the risk management processes
- Acquire knowledge of project management, and develop problem-solving and analytical skills
- Gain an awareness of quality and standards, including systems reliability, safety and fitness for the intended purpose.

Students must complete Units 1 and 2 Systems Engineering if considering doing Units 3 and 4.

Rationale
Systems Engineering involves the design, creation, operation and evaluation of integrated systems. Students will combine programming skills learnt in class to the development of mechanical and robotic systems. Students will:

- Learn about the fundamental mechanical engineering principles and the components and parts required to produce an operational system
- Be provided with the opportunity to produce, test and evaluate an operational system, which will contain mechanical components and elements
- Investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components
- Make, test and evaluate an electrotechnology system

Unit 3: Integrated systems engineering and energy
In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Areas of Study

Controlled and integrated systems engineering design
On completion of this unit the student should be able to investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

Clean energy technologies
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy

Unit 4: Systems control and new and emerging technologies
In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical electrotechnology integrated and controlled system using the Systems Engineering Process.
Areas of Study

Producing, testing and evaluating integrated technological systems
On completion of this unit the student should be able to produce, test and diagnose an advanced mechanical-electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

New and emerging technologies
On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

Assessment and Reporting

Units 3 and 4: In Biology school-assessed course work and an end-of-year examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 10%
- Unit 4 school-assessed course work: 10%
- Unit 3 and 4 school-assessed task: 50%
- Units 3 and 4 examination: 30%
Theatre Studies

Rationale
Theatre Studies focuses on the interpretation of the play-scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form.

Throughout the study students work with play-scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through use of stagecraft to collaboratively interpret play-scripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Theatre Studies provides students with pathways to further studies in fields such as acting, theatre production and theatre design, script writing and studies in theatre history.

Aims
This study is designed to enable students to:

• Develop appreciation for theatre as an art form
• Acquire knowledge of a range of theatrical styles and traditions
• Interpret play-scripts through identified production stages
• Apply stagecraft
• Develop knowledge and appreciation of theatre as an audience member
• Apply skills of theatrical analysis and evaluation to their own production work and that of others

Unit 1: Theatrical Styles of the Pre-Modern Era
• Identify and describe the distinguishing features of play-scripts from the pre-modern era
• Apply acting and other stagecraft to interpret play-scripts from the pre-modern era
• Analyse a performance of a play-script from a pre-modern era in performance

Unit 2: Theatrical Styles of the Modern Era
• Identify and describe the distinguishing features of play-scripts from the modern era
• Apply acting and other stagecraft to interpret play-scripts from the modern era
• Analyse and evaluate stagecraft in a performance of a play-script from the modern era.

Unit 3: Play Production
• Apply stagecraft to interpret a play-script for performance to an audience and demonstrate understanding of the stages of the production process
• Analyse the use of stagecraft in the development of a play-script for production, incorporating the specifications appropriate for each stage of the production process.
• Analyse and evaluate ways in which a written play-script selected from the prescribed playlist is interpreted in its production to an audience.

Unit 4: Performance Interpretation
• Perform an interpretation of a monologue from a play-script.
• Develop a theatrical brief that presents an interpretation of a scene
• Analyse and evaluate acting in a production from a prescribed play list

Assessment and Reporting
Unit 1 & 2 will be assessed internally on course work and end of semester exams.

Units 3 & 4 will be assessed internally for the SAC outcomes and externally for the monologue and exam.

• SAC work: 45%
• Monologue performance: 25%
• Examination: 30%
Visual Communication Design

Aims

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. This study provides students with the opportunity to develop an informed, critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

This study enables students to:

• Develop and apply drawing skills using a range of techniques to make their design thinking visible
• Develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes
• Apply a design process to create visual communications
• Understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language
• Develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
• Understand how historical, social, cultural, environmental and contemporary factors influence visual communications.

Structure

The study is made up of four units:

**Unit 1: Introduction to visual communication design**

**Unit 2: Applications of visual communication design**

**Unit 3: Design thinking and practice**

**Unit 4: Design development and presentation**

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes for that unit.

Units 1 Visual Communication

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 through 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: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Areas of Study

**Drawing as a means of communication**

This area of study introduces the skill set that underpins the discrete design process stages generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use these observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.
Design elements and principles
This area of study focuses on design elements and design principles. Students experiment with these elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. They investigate purposes for creating visual communications and consider how the relationship between design elements and design principles contributes to achieving these purposes. Through addressing a stated purpose, students are introduced to a skill set that underpins the design process stages of generation of ideas and development of concepts.

Visual communication design in context
Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices. Students consider the works of key designers in terms of visual language and the use of materials, methods, media, design elements, design principles and presentation formats. This area of study introduces students to the design process stage of research.

Unit 2: Applications of visual communication design
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 detailed on pages 12 and 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
This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:

• Environmental design or
• Industrial/product design.

Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/homewares, packaging, tools and transport. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and/or digital methods to create the drawings.

Type and imagery
Increasing advancements in the digital communication of information and their popularity has led to a greater need for understanding the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication. Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts. They use imagination and creative thinking techniques to stimulate curiosity and the development of divergent options when selecting and manipulating images and type for print and screen-based presentations.

Applying the design process
This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the brief’s requirements. In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for imagining and generating ideas. Drawing on their creativity, students use a range of manual and/or digital methods, media and materials to generate ideas for further development. Students reflect on these options and further develop their preferred one. In response to their own evaluation, using the brief as a point of reference, students refine and present their visual communication. Throughout the design process students accumulate and annotate their drawings as part of their ongoing evaluation to assist with creating visual communications.
Unit 3: Visual Communication Practices
The purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Areas of Study
Communication Design
Focuses on the role of design in the visual communication production process.

Communication Analysis
Focuses on the analysis and evaluation of examples of visual communication.

Investigating Professional Practice
Focuses on the visual communication production process in a professional setting.

Unit 4: Designing to a Brief
The purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

Areas of Study
Developing a Brief
Focuses on the preparation of a brief that proposes and defines the communication needs of a client.

Solutions to the Brief
Focuses on the production of developmental work that explores design concepts consistent with the requirements of the brief. Final presentations based on the developmental work are also produced. The visual communication production process is applied throughout the production of solutions to the brief.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams In Units 3 and 4, school-assessed course work and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 33%
- Unit 4 school-assessed task: 33%
- Units 3 and 4 examination: 34%

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