

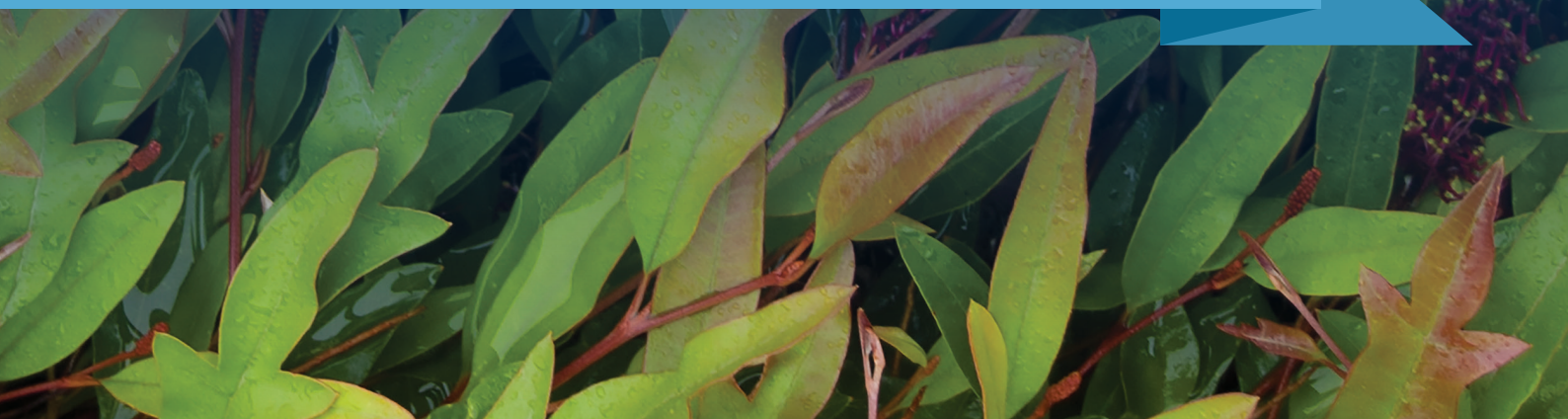


# Chairo Christian School

## Subject Selection 2020

**DROUIN CAMPUS**

*Years 11–12 (VCE & VCAL)*





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To our knowledge, the information in this booklet was accurate at the time of publication. However, the Victorian Curriculum Assessment Authority reserves the right to make modifications to the VCE Units. Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.

# INTRODUCTION

This handbook has been prepared to help students and parents/guardians make informed decisions regarding the many choices that will be available for students in Years 11 and 12 at Chairou Drouin in 2020.

We are blessed with experienced and enthusiastic teaching staff members who want the best for their students, and who are dedicated to delivering the finest educational program possible.

It is highly recommended that students entering Years 11 and 12 discuss their subject preferences with their teachers before completing the online subject selection process.

The teachers will have a good idea of the suitability of individual students for particular subjects, and their advice will help reduce the risk of students needing to change a subject once the year has commenced.

Please do not hesitate to contact the Head of Senior School, the VCE Coordinator or the VCAL Coordinator—or individual subject teachers—if you require more information than has been provided in this handbook regarding specific subject content or requirements. We are here to help!

It is important to consider a range of subjects and pathways of potential interest. While every effort is made to meet all student preferences, this

may not always be possible due to timetabling requirements. Think carefully about the order of your preferences.

Students find that Years 11 and 12 at Chairou to be productive and enjoyable. They develop lasting friendships with staff members and other students through a wide range of shared endeavours, including sports, camps and other extra-curricular activities.

The role of senior students within our school community is strategic, and their leadership and loyalty is highly valued. It is expected that all students will uphold Chairou's values and ethos, and will contribute positively to community life.

Extra copies of all forms included in this booklet will be available from Student Reception.

We encourage students to determine that their final stage of secondary education at Chairou will be one that they can look back on with fondness and satisfaction at having 'finished well'.

Sincerely,



**Sharon Gordon**  
**Head of Senior School (Drouin)**

# VCE COURSE REQUIREMENTS

The VCE (Victorian Certificate of Education) is normally completed by students over a minimum of two years.

The VCAA (Victorian Curriculum Assessment Authority) is the government authority responsible for the administration of the VCE and each student's program must be approved by this authority.

Each subject in the VCE is divided into four semester length units. Units 1 & 2 are normally taken at Year 11 level and Units 3 & 4 are normally taken at Year 12 level. Units 3 & 4 must be studied as a sequence. Each student's two-year program of study normally comprises 22 units of work.

To successfully complete the requirements for the VCE, students must achieve satisfactory completion of a total of not less than 16 units of work, which must include:

- three of the four units of English, Literature or ESL (English as a Second Language); and
- three sequences of Units 3 & 4 studies other than English, Literature or ESL.

Year 11 students are expected to take 12 units of study (i.e. six subjects), of which Units 1 & 2 of English, Literature or ESL are compulsory.

Year 12 students are expected to take 10 units of study (i.e. five subjects chosen from the six timetable blocks), of which Units 3 & 4 of English, Literature or ESL are compulsory.

However, some variations may occur in exceptional circumstances.

Note: the Accelerated Program provides the option for Year 11 students to undertake a Units 3 & 4 sequence.

While successful completion of Units 1 & 2 during Year 10 is generally a prerequisite, under

certain circumstances for certain subjects (and following consultation with the VCE Coordinator and Careers Practitioner), students may be given permission to undertake a Units 3 & 4 sequence in Year 11 without having completed Units 1 & 2.

Students must clearly demonstrate an aptitude for the relevant subject area, and be deemed to have a real likelihood of experiencing success, before admission to the Accelerated Program is granted.

Listed in this handbook are the VCE studies on offer to Chairō students. Please note that some subjects that are able to be selected as a preference may not run if insufficient number of students select them.

A description of what each unit involves has been included in order to help students make appropriate and informed choices. Students will need to select the required number of subjects (i.e. six for Year 11 and five for Year 12).

Students are expected to purchase textbooks as required for their subjects. Any additional costs for subjects are listed.

At Chairō, we require Year 12 students to undertake at least four Units 3 & 4 sequences other than English, Literature or ESL because we believe students should have a 'safety margin' in their program. Note: up to six Units 3 & 4 sequences can contribute to the ATAR.

The 'normal' workload of a student will be 22 units over two years with the possibility of extra units available through the Accelerated Program.

We do not advise selecting any more than two folio subjects (e.g. Media, Studio Arts, Visual Communication & Design).

# VET IN SCHOOLS

Students who complete all or part of a nationally recognised VET (Vocational Education and Training) qualification can receive credit towards satisfactory completion of the VCE and/or VCAL.

VCAA-approved VCE VET programs have Units 1 to 4 recognition within the VCE. Other nationally recognised qualifications may receive credit through an arrangement called Block Credit Recognition.

The involvement of Chairo in the local VET cluster (consisting of secondary schools in West Gippsland) means that the offerings of VET certificates are expanded.

Chairo is prepared to be an intermediary institution, outsourcing students to various providers. As such, students study off-campus one day per week (usually a Wednesday).

Students may miss up to six periods of class each week. They are expected to catch up on all missed work, without extra time or reduced workload.

Note: some courses that are initially offered may not run if there are insufficient student numbers. This decision is made by the individual providers.

**Students must complete and submit a copy of the VET Application Form (which can be found at the back of this handbook) by no later than the deadline specified in the subject selection email.**

VET Courses are offered through a range of providers including:

- Apprenticeships Group Aust.
- Chisholm Institute
- Community College Gippsland
- Drouin Secondary College
- TAFE Gippsland
- Hillcrest Christian College

VET courses are offered in the following areas:

- Agriculture
- Allied Health Assistant
- Animal Studies
- Automotive
- Beauty Services
- Building and Construction
- Business
- Christian Ministry & Theology (Vetamorphus)
- Civil Construction
- Community Services
- Dance
- Early Childhood Education and Care
- Electro-technology
- Engineering
- Equine
- Horticulture
- Hospitality
- Information Technology
- Interior Design
- Photography
- Plumbing
- Salon Assistant (Hairdressing)
- Screen and Media
- Sport and Recreation

**Costs:** VET certificates incur an additional fee, which is payable by parents/guardians. The fee per certificate is currently capped at approximately \$1,800 per year, with the balance of the cost being covered by the school and related government grants.

Fees are non-refundable unless withdrawal occurs very early in the course. Administration fees may be applied by the external provider.

# VCAL COURSE REQUIREMENTS

The VCAL (Victorian Certificate of Applied Learning) is one of the options available to senior secondary students.

Giving students practical, hands-on experience related to the workforce, VCAL also helps students develop their literacy and numeracy skills. Opportunities to develop interpersonal and work-related skills also form part of the VCAL program.

VCAL is an appropriate pathway for students who may want to complete apprenticeships after school, or undertake further training in the workplace or at TAFE.

The flexibility of VCAL enables students to undertake a study program that reflects their interests and capabilities. Fully accredited modules and units are derived from the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Successful completion of the modules will credit students with a VCAL certificate and a Statement of Results, which details the areas of study that have been undertaken.

Chairo offers the Intermediate VCAL Certificate and the Senior VCAL Certificate.

The VCAL program is offered onsite at the Drouin Campus, but is open to students from other Chairo campuses who wish to apply. Please note that, due to the nature of this program, there will be capped enrolment numbers.

**Students can expect an application process to study VCAL in 2020, and will therefore need to complete and return a VCAL application form (which can be found at the end of this handbook).**

They will need to be self-motivated and disciplined as this form of study places a significant amount of organisational responsibility on them.

**Prerequisites:** None

**Costs:** Students will be advised about the texts that they will need to purchase as part of the annual booklist purchase process.

VCAL is a high-cost, staff-intensive course to operate, with programs being individualised and significant staff time also required in relation to the offsite components.

Accordingly, standard full-time Chairo tuition fees apply. An additional VCAL levy of approximately \$900 is also payable to the school to assist with VET fees. The school must pay approximately \$1,500 to \$2,600 in VET fees for each VCAL student.

**Time commitment:** VCAL is a full-time course. Students who take part in VCAL at Chairo will spend three days per week at the Drouin Campus and two days per week off-campus completing their work placements and/or VET certificates.

## CAREER ADVICE

After reading this booklet and discussing subject choices with staff members and parents/guardians, students may wish to arrange for an interview with the Career Practitioner.

Students are advised to ask the following questions and determine appropriate answers prior to such interviews:

- Will VCE or VCAL programs best suit me and my future options?
- What requirements must I meet in order to complete my VCE/VCAL?
- What units are available?
- What prerequisite and recommended studies do I need to undertake for a particular career pathway?
- What advice have I received from parents/guardians, teachers, friends and the Career Practitioner?
- What units, or combinations of units, are going to be the most interesting and rewarding?

While the Career Practitioner is available to discuss career options, the onus is on students to verify details. The Career Practitioner has literature and access to online resources (e.g. handbooks, course leaflets) for students and parents/guardians to read.

The earlier students begin to think about and plan the options available to them after Year 12, the greater chance they will have of making realistic and informed decisions.

All students are advised to attend open days conducted by tertiary institutions throughout the year, as these are a valuable source of information for students. Details of open days and career expos are regularly brought to the attention of students by the Careers Practitioner and teachers.

## DISTANCE EDUCATION

Study through the DECV (Distance Education Centre Victoria) and the VSL (Victorian School of Languages) is a service available for students who need to undertake a prerequisite subject that is not currently available at Chairo.

A fee for each subject studied by distance is payable at the time of enrolment and is non-refundable once a subject has commenced. In 2018, the DECV fees were \$810 per subject, while VSL fees were \$560 per language.

Students undertaking studies with either the DECV or VSL need to be self-motivated and disciplined, as this form of study places a significant amount of organisational responsibility on them.

The DECV and VSL provide opportunities for students to attend seminars pertinent to the area of study. Transportation and supervision of students attending seminars or other activities organised by these schools are the sole responsibility of parents/guardians.

Distance Education courses are offered where a prerequisite subject is not available. Any other applications for DECV/VSL courses will be considered on a case-by-case basis by an approval panel.

Please direct Chairo Distance Education questions to Ms Lacy Biggs at [lbiggs@chairo.vic.edu.au](mailto:lbiggs@chairo.vic.edu.au).

# CALCULATING AN ATAR

The ATAR (Australian Tertiary Admission Rank) is a percentile rank allocated to students based on VCE study scores achieved.

The ATAR (<30 to 99.95) is used by universities and TAFE institutes to select students for their courses.

When calculating the ATAR (after scaling), the study scores used are as follows:

- English, Literature or ESL plus the top three studies (known as the primary four)
- 10% of any fifth and sixth study undertaken and completed, or VCE VET appropriate subjects

Scaling by the VTAC (Victorian Tertiary Admissions Centre) affects all subjects and occurs as a reflection of the level of competition in each respective subject.

The scaling process is designed to avoid students being advantaged by taking a study that has attracted a higher proportion of less-able students, or disadvantaged by taking a study that has attracted a higher proportion of more-able students.

Importantly, the scaling of a study should not influence subject choice. Choices should be made based on aptitude and enjoyment, as these qualities will lead to the achievement of the best possible ATAR. For more information about scaling, visit the VTAC website.

Approved VCE VET Units 3 & 4 sequences will include scored assessments from which a study score for the sequence will be calculated. These can be considered along with other VCE Units 3 & 4 sequences in calculating the ATAR.

## SUBJECT SELECTION PROCESS

### Preference Selection

In 2019 (for 2020), all course preferences will be completed online. Each parent or guardian will receive an email in Term 3 with instructions and key dates relating to student subject selection.

**Preferences will need to be completed by the date specified in the email. No further preferences will be allowed beyond this deadline.**

Any concerns about the subject selection process should be directed to Sharon Gordon, Head of Senior School.

### Selection Changes

It is expected that students will know their VCE subjects for 2020 by the beginning of Headstart 2019.

This allows students to focus on their current studies throughout Term 4, ensuring the most effective delivery of the VCE curriculum and smooth entry into HeadStart.

If for some reason, students and/or parents/guardians believe that there is a need to modify subject selection before the start of the 2020 school year, they must make this application for change on the VCE Change of Unit Request Form. A copy of this form can be found at the end of this handbook, or one can be obtained from the VCE Coordinator.

# BIOLOGY

## Unit 1: How do living things stay alive?

Students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

## Unit 2: How is continuity of life maintained?

Students focus on asexual and sexual cell reproduction, and the transmission of biological information from generation to generation. 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 consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context, the uses of genetic screening and its social and ethical issues are examined.

## Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives in order to gain an appreciation of both the capabilities and the limitations of living organisms. They explore the importance of the plasma membrane and consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes.

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

Students consider the continual change and challenges to life on Earth. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They examine the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>How do organisms function?</li> <li>How do living systems sustain life?</li> <li>Practical investigation</li> </ul>	<ul style="list-style-type: none"> <li>How does reproduction maintain the continuity of life?</li> <li>How is inheritance explained?</li> <li>Issue investigation</li> </ul>	<ul style="list-style-type: none"> <li>How do cellular processes work?</li> <li>How do cells communicate?</li> </ul>	<ul style="list-style-type: none"> <li>How are species related?</li> <li>How do humans impact on biological processes?</li> <li>Practical investigation</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	40%
	End-of-year examination	60%

## Additional Information

<b>Prerequisites</b>	Biology Unit 1 is strongly recommended before doing Units 3 & 4.
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# BUSINESS MANAGEMENT

## Units 1 & 2

These units focus on the planning and establishment phases of the life of a business. Activities related to the factors affecting business ideas, and the internal and external environments within which businesses operate and the effect these have on planning a business, are explored. Specific areas covered include complying with legal requirements, setting up a system of financial record keeping, staffing the business, establishing a customer base and effective marketing.

## Units 3 & 4

These units focus on the key processes and issues concerned with managing a business efficiently and effectively, and the constant pressure that businesses face to adapt and change to meet their objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They also study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using contemporary business case studies from the past four years, students evaluate business practice against theory.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• The business idea</li><li>• External environment</li><li>• Internal environment</li></ul>	<ul style="list-style-type: none"><li>• Legal requirements and financial considerations</li><li>• Marketing a business</li><li>• Staffing a business</li></ul>	<ul style="list-style-type: none"><li>• Business foundations</li><li>• Managing employees</li><li>• Operations management</li></ul>	<ul style="list-style-type: none"><li>• The need for change</li><li>• Implementing change</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

## Additional Information

Prerequisites	None
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# CHEMISTRY

## Unit 1

Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students are introduced to quantitative concepts in chemistry, including the mole concept.

## Unit 2

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context, students investigate solubility, concentration, pH and reactions in water, including precipitation, acid-base and redox. Students are introduced to stoichiometry, and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

## Unit 3

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. In this context, they investigate energy transformations, develop their understanding of stoichiometry, predict and describe redox reactions and apply Faraday's laws to electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They use the principles of equilibrium to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

## Unit 4

Students study the ways in which organic structures are represented and named. They interpret data from instrumental analyses of organic compounds and perform volumetric analyses. Students predict the products of reaction pathways and design pathways to produce particular compounds. They investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Elements and the properties of matter</li> <li>The versatility of non-metals</li> <li>Research investigation</li> </ul>	<ul style="list-style-type: none"> <li>Interactions between water and other substances</li> <li>Analysis of substances in water</li> <li>Practical investigation</li> </ul>	<ul style="list-style-type: none"> <li>Options for energy production</li> <li>Optimising the yield of chemical products</li> </ul>	<ul style="list-style-type: none"> <li>The diversity of carbon compounds</li> <li>The chemistry of food</li> <li>Practical investigation</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework Unit 3	16%
	School-assessed coursework Unit 4	24%
	End-of-year examination	60%

## Additional Information

<b>Prerequisites</b>	Solid pass in Year 10 Science and Maths
<b>Sequence Requirements</b>	Students entering Unit 3 without Units 1 & 2 will be required to undertake a course of preparatory reading and exercises as prescribed by their teachers.

# COMPUTING Subject to class numbers and staffing

## Unit 1: Computing

Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1, students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2, students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3, students acquire and apply knowledge of information architecture and user interfaces, together with web-authoring skills, when creating a website to present different viewpoints about a contemporary issue.

## Unit 2: Computing

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1, students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages

of the problem-solving methodology. In Area of Study 2, students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3, students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

## Unit 3: Software Development

In Units 3 and 4, students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3, students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

## Unit 4: Software Development

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

## Areas of Study

Units 1 & 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>See Computing above</li></ul>	<ul style="list-style-type: none"><li>Analyse an existing networked information system</li><li>Produce a software module suitable for implementation on a portable device</li></ul>	<ul style="list-style-type: none"><li>Design software that takes into account a networked information system</li><li>Propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed task	30%
	School-assessed coursework	20%
	End-of-year examination	50%

## Additional Information

Prerequisites	Units 3 & 4 Software Development requires Units 1 & 2 Computing.
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# ENGLISH

This study aims to enable students to develop their critical understanding and control of the English language. Students consider the use of both written and oral language in a range of situations, from informal interactions to public speaking.

## Unit 1

Students produce analytical and creative responses to texts. They learn to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

## Unit 2

Students compare the presentation of ideas, issues and themes in two texts. They identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text that presents a point of view.

## Unit 3

Students produce an analytical interpretation of a selected text, and a creative response to a different selected text. They analyse and compare the use of argument and persuasive language in texts that present a point of view about an issue currently debated in the media.

## Unit 4

Students produce a detailed comparison, which analyses how two selected texts present ideas, issues and themes. They construct a sustained and reasoned point of view about an issue currently debated in the media.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Reading and creating texts</li><li>• Analysing and presenting argument</li></ul>	<ul style="list-style-type: none"><li>• Reading and comparing texts</li><li>• Analysing and presenting argument</li></ul>	<ul style="list-style-type: none"><li>• Reading and creating texts</li><li>• Analysing argument</li></ul>	<ul style="list-style-type: none"><li>• Reading and comparing texts</li><li>• Presenting argument</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

## Additional Information

Prerequisites	Year 10 English completed satisfactorily
Sequence Requirements	Of the four units, three must be satisfactorily completed (two of which must be in the Units 3 & 4 sequence).

# FOOD STUDIES

## Unit 1: Food origins

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

Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time.

Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

## Unit 2: Food makers

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

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Students design new food products and adapt recipes to suit particular needs and circumstances.

## Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food; they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking.

Students analyse the scientific rationale behind the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating*, and develop their understanding of diverse nutrient requirements. They also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

## Unit 4: Food issues, challenges and futures

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

Students also investigate individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. The food production repertoire of students reflects the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating*.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Food around the world</li> <li>Food in Australia</li> </ul>	<ul style="list-style-type: none"> <li>Food industries</li> <li>Food in the home</li> </ul>	<ul style="list-style-type: none"> <li>The science of food</li> <li>Food choices, health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Environment and ethics</li> <li>Navigating food information</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Unit 3	School-assessed coursework	30%
Unit 4	School-assessed coursework	30%
Units 3 & 4	End-of-year examination	40%

## Additional Information

Prerequisites	None
Subject costs	Some materials costs may be incurred when completing the school-assessed coursework.

# GEOGRAPHY Subject to class numbers and staffing

## Unit 1: Hazards and disasters

Students will learn to describe, explain and analyse the nature of hazards and the impacts of hazard events at a range of scales. They will study two contrasting hazards and undertake fieldwork.

Students will explore the nature and effectiveness of a range of responses, such as warning programs and community preparedness, to selected hazards and disasters. One disaster will be studied in detail, which involves a field trip to a venue such as Marysville to study the impact of the 2009 bushfires.

## Unit 2: Tourism

Students will describe, explain and analyse the nature of tourism at a range of scales, including global tourism.

Students will investigate and analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism. Students will participate in a fieldwork camp to study two tourism ventures such as Werribee Range Zoo and Melbourne Zoo.

## Unit 3: Changing the land

Students will study the changes in land use at a national and local scale, and the impact this has on both the natural and human environments.

This Area of Study includes fieldwork.

Students will undertake an overview in global land cover and the changes that are occurring over time. They will look at deforestation, desertification, and melting glacier and ice sheets.

## Unit 4: Human populations – trends and issues

Students will explore population dynamics on a global scale.

Students will investigate two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Characteristics of disasters</li><li>• Responses to hazards and disasters</li></ul>	<ul style="list-style-type: none"><li>• Characteristics of tourism</li><li>• Impact of tourism</li></ul>	<ul style="list-style-type: none"><li>• Land use change</li><li>• Land cover change</li></ul>	<ul style="list-style-type: none"><li>• Population dynamics</li><li>• Population issues and challenges</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

## Additional Information

Prerequisites	None
Excursion/fieldwork cost	To be advised (approximately \$200)

# HEALTH AND HUMAN DEVELOPMENT

## Unit 1: Understanding health and wellbeing

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing, and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. They enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Students investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## Unit 3: Australia's health in a globalised world

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

Students look at the fundamental conditions required for health improvement, as stated by

the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

## Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development, in a global context.

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health, wellbeing and human development, focusing on the Sustainable Development Goals of the United Nations and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. They evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Health perspectives and influences</li><li>• Health and nutrition</li><li>• Youth health and wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Developmental transitions</li><li>• Health care in Australia</li></ul>	<ul style="list-style-type: none"><li>• Understanding health and wellbeing</li><li>• Promoting health and wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Health and wellbeing in a global context</li><li>• Health and the sustainable development goals</li></ul>

### Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

### Additional Information

Prerequisites	None
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# HISTORY Subject to class numbers and staffing

## Unit 1: Global Empires –

### The Making of Empires 1400–1775

‘Gold, God and Glory’ are the usual motives assigned to early European explorers, but were these really the aims of people like Christopher Columbus and Vasco da Gama? What new inventions were needed as a result of increased exploration and what new ideas spread? What is the Enlightenment? What was the Spanish Inquisition and how was superstition suppressed?

## Unit 2: Global Empires –

### Empires at Work 1400–1775

How did the slave trade work (or not work) and did they ever fight back? Why can’t Americans make hats? What was the impact on, and response by, first nations peoples such as the Iroquois? What new ideas came about because of rebellion and oppression by the empires?

Both Units 1 & 2 History are driven by key questions about the past that form the basis of student inquiries.

## Units 3 & 4: Revolutions

Revolutions share the common aim of breaking with the past and destroying regimes, then embarking on a program of political and social transformation. Revolutions often involve civil war and provoke counter-revolutions, thus further disrupting society.

Over the course of the year, students will study two revolutions, focusing on individuals, movements, events and ideas involved in the development of the revolution, and will evaluate the nature and success of the new society created by the revolution.

**Note:** There are possible minor changes to the VCAA study design for the 2020 accreditation period, to be advised.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Ideology and conflict</li> <li>Social and cultural change</li> </ul>	<ul style="list-style-type: none"> <li>Competing ideologies</li> <li>Challenge and change</li> </ul>	<ul style="list-style-type: none"> <li>Causes of revolution</li> <li>Consequences of revolution</li> </ul>	<ul style="list-style-type: none"> <li>Causes of revolution</li> <li>Consequences of revolution</li> </ul>

## Assessment

Unit 1 & 2	Satisfactory or Not Satisfactory	
Unit 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

## Additional Information

Prerequisites	None
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# LOTE — FRENCH STUDIES

Subject to class numbers and staffing

## The Language and Scope of Study

Students develop and extend skills in listening, speaking, reading, writing and viewing in the French language in a range of contexts, and they develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and personal identity.

## Structure

The VCE French study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## Prescribed Themes

There are three prescribed themes for study in VCE French:

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

## Outcomes

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Exchange meaning in a spoken interaction in French</li><li>• Interpret information from two texts on the same sub-topic presented in French, and respond in writing in French and English</li><li>• Present information, concepts and ideas in writing in French</li></ul>	<ul style="list-style-type: none"><li>• Respond in writing in French to spoken, written or visual texts presented in French</li><li>• Analyse and use information from written, spoken or visual texts to produce an extended written response in French</li><li>• Explain information, ideas and concepts orally in French</li></ul>	<ul style="list-style-type: none"><li>• Express ideas through the production of original texts</li><li>• Analyse and use information from spoken texts</li><li>• Exchange information, opinions and experiences</li></ul>	<ul style="list-style-type: none"><li>• Analyse and use information from written texts</li><li>• Respond critically to spoken and written texts that reflect aspects of the language and culture of French-speaking communities</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25.0%
	School-assessed coursework for Unit 4	25.0%
	Examination – oral component	12.5%
	Examination – written component	37.5%

## Additional Information

Prerequisites	Year 10 French and Units 1 & 2 respectively
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# LOTE – INDONESIAN STUDIES

## The Language and Scope of Study

The language to be studied and assessed is the modern standard version of Indonesian. VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian about a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian in a range of contexts, and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make

connections and comparisons based on personal reflections about the role of language and culture in communication and personal identity.

## Structure

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

## Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

## Outcomes

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Exchange meaning in a spoken interaction in Indonesian</li> <li>• Interpret information from two texts on the same subtopic presented in Indonesian, and respond in writing in Indonesian and English</li> <li>• Present information, concepts and ideas in writing in Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>• Respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian</li> <li>• Analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian</li> <li>• Explain information, ideas and concepts orally in Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a spoken exchange in Indonesian to resolve a personal issue</li> <li>• Interpret information from texts and write responses in Indonesian</li> <li>• Express ideas in a personal, informative or imaginative piece of writing in Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>• Share information, ideas and opinions in a spoken exchange in Indonesian</li> <li>• Analyse information from written, spoken and viewed texts for use in a written response in Indonesian</li> <li>• Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25.0%
	School-assessed coursework for Unit 4	25.0%
	Examination – oral component	12.5%
	Examination – written component	37.5%

## Additional Information

Prerequisites	Year 10 Indonesian and Units 1 & 2 respectively
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## LOTE — SPECIAL RECOGNITION

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

The student's Statement of Results will include an additional statement that recognises the award of the VCE (Baccalaureate). Tertiary institutions have also indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 & 4 sequence in a VCE Language;
- a Units 3 & 4 sequence in English or Literature or English Language with a study score of 30 or above, or a Units 3 & 4 sequence in EAL with a study score of 33 or above;
- a Units 3 & 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics; and
- at least two other Units 3 & 4 sequences.

# LEGAL STUDIES

## Unit 1: Guilt and Liability

This unit explores the key elements of the legal system. It covers both criminal and civil law as the basis for achieving justice in legal disputes. Students investigate both real life crimes and hypothetical scenarios to develop reasoned judgements about Victoria's justice system.

## Unit 2: Sanctions, Remedies and Rights

This unit focuses on two real-life criminal cases and two real-life civil cases to investigate the effect of sanctions and remedies, and the effectiveness of punishments such as prison and community corrections orders.

## Unit 3: Rights and Justice

Students explore rights of accused persons before the law and the victims of their crimes. To help achieve justice and equality for both the accused and the victim, institutions such as Legal Aid have been established but not all methods of achieving justice have been successful. Students evaluate the institutions and methods used in the Victorian legal system.

## Unit 4: The People and the Law

This unit investigates the relationship between parliaments that make laws and courts that enforce them. The focus is on the Australian Constitution and students follow one High Court case to evaluate the effectiveness of both the Constitution and Parliament in upholding rights.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Legal foundations</li> <li>The presumption of innocence</li> <li>Civil liability</li> </ul>	<ul style="list-style-type: none"> <li>Sanctions</li> <li>Remedies</li> <li>Rights</li> </ul>	<ul style="list-style-type: none"> <li>The Victorian criminal justice system</li> <li>The Victorian civil justice system</li> </ul>	<ul style="list-style-type: none"> <li>The people and the Australian Constitution</li> <li>The people, parliament and the courts</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

## Additional Information

Prerequisites	None
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# LITERATURE

## Unit 1: Approaches to literature

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

## Unit 2: Context and connections

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

## Unit 3: Form and transformation

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways that writers adapt and transform texts, and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms.

## Unit 4: Interpreting texts

Students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>Reading practices</li><li>Ideas and concerns in texts</li></ul>	<ul style="list-style-type: none"><li>The text, the reader and their contexts</li><li>Exploring connections between texts</li></ul>	<ul style="list-style-type: none"><li>Adaptations and transformations</li><li>Creative responses to texts</li></ul>	<ul style="list-style-type: none"><li>Literary perspectives</li><li>Close analysis</li></ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

## Additional Information

Prerequisites	None
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# MATHEMATICS UNITS 1 & 2 (ALL)

## Foundation Mathematics Units 1 & 2

Units 1 & 2 of Foundation Mathematics provides for the continuing mathematical development of students entering VCE who require mathematical skills in other VCE subjects, but who do not intend to study mathematics in Units 3 & 4 the following year.

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

## General Mathematics Units 1 & 2

Units 1 & 2 of General Mathematics provides a general course of study involving non-calculus based topics for a wide range of students and is open to all students with a pass in Mathematics at the appropriate Year 10 level.

General Mathematics is a subject for students who either do not wish to study mathematics beyond Units 1 & 2 or who wish to study Further Mathematics in Units 3 & 4. General Mathematics Units 1 & 2 covers assumed knowledge and skills for Further Mathematics Units 3 & 4.

## Mathematical Methods Units 1 & 2

Units 1 & 2 of Mathematical Methods provides an introductory study of simple elementary functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

These units are designed as preparation for Mathematical Methods Units 3 & 4 and cover assumed knowledge and skills for these units.

## Specialist Mathematics Units 1 & 2

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

Specialist Mathematics is to be studied with Mathematical Methods Units 1 & 2 at the Year 11 level.

## Areas of Study

Foundation Mathematics 1 & 2	General Mathematics 1 & 2	Mathematical Methods 1 & 2	Specialist Mathematics 1 & 2
<ul style="list-style-type: none"> <li>• Shapes, shape and design</li> <li>• Patterns and number</li> <li>• Data</li> <li>• Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and structure</li> <li>• Arithmetic and number</li> <li>• Discrete mathematics</li> <li>• Geometry, measurement and trigonometry</li> <li>• Graphs of linear and non-linear relations</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Functions and graphs</li> <li>• Algebra</li> <li>• Calculus</li> <li>• Probability and statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and structure</li> <li>• Arithmetic and number</li> <li>• Discrete mathematics</li> <li>• Geometry, measurement and trigonometry</li> <li>• Graphs of linear and non-linear relations</li> <li>• Statistics</li> </ul>

## Additional Information

<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>• Students attempting Mathematical Methods or Specialist Mathematics should have a sound background in algebra, functions and probability.</li> <li>• In general terms, students should have received an overall B aggregate in the appropriate Year 10 mathematics course.</li> <li>• Students should discuss their suitability for a particular mathematics course with their Year 10 Mathematics teacher.</li> </ul>
<b>Subject costs</b>	Students will be advised about the texts and CAS calculator they need to purchase.

# MATHEMATICS UNITS 3 & 4 (ALL)

## Further Mathematics Units 3 & 4

Units 3 & 4 of Further Mathematics are usually studied in Year 12. This course provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. It comprises a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts.

The assumed knowledge and skills for the Further Mathematics Units 3 & 4 prescribed core are covered in specified topics from General Mathematics Units 1 & 2. Students who have done only Mathematical Methods Units 1 & 2 will also have access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

<b>Prerequisites</b>	Units 1 & 2 of General Mathematics and/or Mathematical Methods
<b>Subject costs</b>	Students will be advised about the texts and CAS calculator they need to purchase.
<b>Sequence requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score.

## Mathematical Methods Units 3 & 4

Units 3 & 4 of Mathematical Methods requires knowledge from Units 1 & 2 of Mathematical Methods. Mathematical Methods Units 3 & 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics.

Their applications in a variety of practical and theoretical contexts are also studied. They also provide background for further study in, for example, science, humanities, economics and medicine.

<b>Prerequisites</b>	Mathematical Methods Units 1 & 2 are compulsory and Specialist Mathematics Units 1 & 2 are highly recommended.
<b>Subject costs</b>	Students will be advised about the texts and CAS calculator they need to purchase.
<b>Sequence requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score.

## Specialist Mathematics Units 3 & 4

Units 3 & 4 of Specialist Mathematics must be undertaken in conjunction with Units 3 & 4 of Mathematical Methods.

The areas of study extend the content from Mathematical Methods to include rational

and other quotient functions, as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

<b>Prerequisites</b>	<ul style="list-style-type: none"><li>• Units 1 &amp; 2 of Mathematical Methods and Specialist Mathematics</li><li>• Units 3 &amp; 4 of Mathematical Methods must be studied concurrently with Units 3 &amp; 4 of Specialist Mathematics</li></ul>
<b>Subject costs</b>	Students will be advised about the texts and CAS calculator they need to purchase.
<b>Sequence requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score.

## Areas of Study

Further Mathematics 3 & 4	Mathematical Methods 3 & 4	Specialist Mathematics 3 & 4
<ul style="list-style-type: none"> <li>Core: <ul style="list-style-type: none"> <li>Data analysis</li> <li>Recursion and financial modelling</li> </ul> </li> <li>Applications (two of): <ul style="list-style-type: none"> <li>Module 1: Matrices</li> <li>Module 2: Networks and decision mathematics</li> <li>Module 3: Geometry and measurement</li> <li>Module 4: Graphs and relations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Functions and graphs</li> <li>Algebra</li> <li>Calculus <ul style="list-style-type: none"> <li>Differentiation</li> <li>Integration</li> <li>Applications</li> </ul> </li> <li>Probability and statistics</li> </ul>	<ul style="list-style-type: none"> <li>Functions and graphs</li> <li>Algebra (including complex numbers)</li> <li>Calculus</li> <li>Vectors</li> <li>Mechanics</li> <li>Probability and statistics</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
<b>Further Mathematics Units 3 &amp; 4</b>	Unit 3 school-assessed coursework	20%
	Unit 4 school-assessed coursework	14%
	End-of-year examination 1	33%
	End-of-year examination 2	33%
<b>Mathematical Methods Units 3 &amp; 4</b>	Unit 3 school-assessed coursework	17%
	Unit 4 school-assessed coursework	17%
	End-of-year examination 1	22%
	End-of-year examination 2	44%
<b>Specialist Mathematics Units 3 &amp; 4</b>	Unit 3 school-assessed coursework	17%
	Unit 4 school-assessed coursework	17%
	End-of-year examination 1	22%
	End-of-year examination 2	44%

# **MEDIA** Subject to class numbers and staffing

## **Unit 1: Media forms, representations and Australian stories**

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

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities that audiences engage with and read. They gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives, focusing on the influence of media professionals on production genre and style.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms, and develop and produce representations to demonstrate an understanding of the characteristics of each media form and how they contribute to the communication of meaning.

## **Unit 2: Narrative across media forms**

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

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

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions that are appropriate to corresponding media forms.

## **Unit 3: Media narratives and pre-production**

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

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. They use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Students investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

## **Unit 4: Media production and issues in the media**

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

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

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Media representations</li> <li>• Media forms in production</li> <li>• Australian stories</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative, style and genre</li> <li>• Narratives in production</li> <li>• Media and change</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative and ideology</li> <li>• Media production development</li> <li>• Media production design</li> </ul>	<ul style="list-style-type: none"> <li>• Media production</li> <li>• Agency and control</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	20%
	School-assessed task	40%
	End-of-year examination	40%

## Additional Information

Prerequisites	None
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# MUSIC PERFORMANCE

## Units 1 & 2

Units 1 & 2 of Music Performance are designed for students who wish to study the performance of music. Skills are developed for both solo and group work.

Students select and create exercises and practise material to consolidate and refine their command of instrumental and presentation techniques. They are also required to study the associated areas of music language and organisation of sound.

## Units 3 & 4

Unit 3 & 4 of Music Performance are designed to build on what was learned in Units 1 & 2. It focuses on performance skill development and aural, theory and analysis work.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Preparing for performance</li> <li>• Music language</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Preparing for performance</li> <li>• Music language</li> <li>• Organisation of sound</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Preparing for performance</li> <li>• Music language</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Preparing for performance</li> <li>• Music language</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	20%
	School-assessed coursework for Unit 4	10%
	End-of-year performance examination	50%
	End-of-year written examination	20%

## Additional Information

<b>Prerequisites</b>	It is recommended that students have fifth grade AMEB or equivalent prior to Year 11. Students with less than this are required to audition before acceptance into this course.
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# OUTDOOR AND ENVIRONMENTAL STUDIES

Students undertake a range of activities in outdoor environments, often involving the need for physical fitness, the use of specialised equipment and substantial pre-trip planning.

## Unit 1: Exploring outdoor experiences

Unit 1 examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to experiences.

## Unit 2: Discovering outdoor environments

Students explore the characteristics of outdoor environments and ways of understanding them, as well as the human impacts on outdoor environments.

## Unit 3: Relationships with outdoor environments

The focus of Unit 3 is the historical, ecological and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

## Unit 4: Sustainable outdoor relationships

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine issues in relation to the capacity of outdoor environment to support the future needs of the Australian population.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Motivations for outdoor experience</li> <li>• Experiencing outdoor environments</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating outdoor environments</li> <li>• Impacts on outdoor environments</li> </ul>	<ul style="list-style-type: none"> <li>• Historical relationships with outdoor environments</li> <li>• Relationships with outdoor environments since 1990</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy outdoor environments</li> <li>• Sustainable outdoor environments</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

## Additional Information

<b>Prerequisites</b>	Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject.
<b>Recommendations</b>	It is recommended that students undertaking this subject are covered by ambulance insurance and are competent and confident in moving water.
<b>Subject costs</b>	To be advised each year due to camps (cost in 2018 was \$500)
<b>Sequence requirements</b>	The completion of Units 1 & 2 is highly recommended before undertaking Units 3 & 4.

# PHYSICAL EDUCATION

## Unit 1: The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, they explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## Unit 2: Physical activity, sport and society

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

Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines that are relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels

at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Students study and apply contemporary models to critique a range of individual-based and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## Unit 3: Movement skills and energy for physical activity

Students use practical activities to learn in, through and about movement. Appropriate contexts for learning include self-analysis, peer teaching/coaching and the development of movement skills through the coaching of a junior sports team in the school setting.

Observation and analysis of elite athletes may provide a reference for students to compare movement efficiency and performance outcomes, and to identify correct technique within a movement context.

The application of skill acquisition and biomechanical principles are studied, as well as how the major body and energy systems work together to enable movements to occur. Factors causing fatigue and suitable recovery strategies are explored.

## Unit 4: Training to improve performance

Students analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity. They participate in a variety of training methods, and design and evaluate training programs, to enhance specific fitness components.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>How does the cardiorespiratory system function at rest and during physical activity?</li> </ul>	<ul style="list-style-type: none"> <li>Relationships between physical activity, sport, health and society</li> <li>Contemporary issues associated with physical activity and sport</li> </ul>	<ul style="list-style-type: none"> <li>How are movement skills improved?</li> <li>How does the body produce energy?</li> </ul>	<ul style="list-style-type: none"> <li>What are the foundations of an effective training program?</li> <li>How is training implemented effectively to improve fitness?</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End of-year examination	50%

## Additional Information

Prerequisites	None
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# PHYSICS

## Unit 1

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They use thermodynamic principles to explain phenomena related to changes in thermal energy 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. They explore current scientific theories about how matter and energy have changed since the origins of the Universe.

## Unit 2

Students explore the power of experiments in developing models and theories. They investigate the ways in which forces are involved, both in moving objects and in keeping objects stationary. They explore the application of physics to human health as they study nuclear medicine. A student-designed practical investigation relating to forces acting on objects is undertaken and findings are presented in a multimedia format.

## Unit 3

Students explore the importance of energy in explaining and describing the physical world. They consider the field model and explore the interactions, effects and applications of gravitational, electric and magnetic fields. They use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

## Unit 4

Students examine how wave and particle models are used to explain the nature of light and explore their limitations in describing light behaviour. Using the wave model, they examine the behaviour of matter and consider the relationship between light and matter. A student-designed practical investigation related to waves, fields or motion is undertaken and the findings are presented in a scientific poster format.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>How can thermal effects be explained?</li> <li>How do electric circuits work?</li> <li>What is matter and how is it formed?</li> </ul>	<ul style="list-style-type: none"> <li>How can motion be described and explained?</li> <li>How is radiation used to maintain human health?</li> <li>Practical investigation</li> </ul>	<ul style="list-style-type: none"> <li>Gravitational, electrical and magnetic fields</li> <li>Electrical energy</li> <li>Motion and energy transformations</li> </ul>	<ul style="list-style-type: none"> <li>Waves and behaviour of light</li> <li>Light and matter</li> <li>Practical investigation</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework Unit 3	21%
	School-assessed coursework Unit 4	19%
	End-of-year examination	60%

## Additional Information

Prerequisites	<ul style="list-style-type: none"> <li>A solid pass in Year 10 Science and Year 10 Maths for Units 1 &amp; 2</li> <li>A pass in Year 11 Physics and Year 11 Maths Methods for Units 3 &amp; 4</li> </ul>
Sequence requirements	Unit 2 for Units 3 & 4

# PRODUCT DESIGN AND DEVELOPMENT

## Unit 1: Sustainable product redevelopment

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In Area of Study 1, students consider the sustainability of an existing product and acknowledge the IP (intellectual property) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option.

In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

## Unit 2: Collaborative design

Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice, where designers often work within a multi-disciplinary team to develop solutions to design problems.

Students also use digital technologies to facilitate teams to work collaboratively online. In this unit, students gain inspiration from an historical or contemporary design movement or style, and its defining factors such as ideological or technological change, philosophy or aesthetics.

## Unit 3: Applying the product design process

Students are engaged in the design and development of a product that addresses a personal, local or global problem (such as humanitarian issues), or that meets the needs and wants of potential end-users.

The product is developed through a design process and is influenced by a range of factors, including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

In the initial stage of the product design process, a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

## Unit 4: Product development and evaluation

Students engage with end-users to gain feedback throughout the process of production. They make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

The environmental, economic and social impact of products throughout their life-cycle can be analysed and evaluated with reference to the product design factors.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Sustainable redevelopment of a product</li> <li>• Producing and evaluating a redeveloped product</li> </ul>	<ul style="list-style-type: none"> <li>• Designing within a team</li> <li>• Producing and evaluating within a team</li> </ul>	<ul style="list-style-type: none"> <li>• Designing for end- users</li> <li>• Product development in industry</li> <li>• Designing for others</li> </ul>	<ul style="list-style-type: none"> <li>• Product analysis and comparison</li> <li>• Product manufacture</li> <li>• Product evaluation</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	20%
	School-assessed task	50%
	End-of-year examination	30%

## Additional Information

<b>Prerequisites</b>	There are no prerequisites for entry to Units 1, 2 & 3, although it is recommended that students undertake Units 1 & 2 prior to Units 3 & 4.
<b>Subject costs</b>	Materials costs above \$120 will need to be covered by student.

# PSYCHOLOGY

## **Unit 1: How are behaviour and mental processes shaped?**

Students investigate the structure and functioning of the human brain and the role that it plays in the overall functioning of the human nervous system.

Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit, students investigate how perception of stimuli enables a person to interact with the world around them, and how their perception of stimuli can be distorted.

Students evaluate the role that social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

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

The nervous system influences behaviour and the way that people experience the world. In this unit, students examine both macro-level and micro-level functioning of the nervous system in order to explain how the human nervous system enables a person to interact with the world around them.

Students explore how stress may affect a person's psychological functioning, and consider the causes and management of stress. They investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Students consider the limitations and fallibility of memory and how memory can be improved. They examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

## **Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.

Students consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. They explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4.

The investigation relates to knowledge and skills developed across Units 3 & 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• How does the brain function?</li> <li>• What influences psychological development?</li> <li>• Student directed research</li> </ul>	<ul style="list-style-type: none"> <li>• What influences a person's perception of the world?</li> <li>• How are people influenced to behave in particular ways?</li> <li>• Student directed practical investigation</li> </ul>	<ul style="list-style-type: none"> <li>• How does the nervous system enable psychological functioning?</li> <li>• How do people learn and remember?</li> </ul>	<ul style="list-style-type: none"> <li>• How do levels of consciousness affect mental processes and behaviour?</li> <li>• What influences mental wellbeing?</li> <li>• Practical investigation</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	16%
	School-assessed coursework for Unit 4	24%
	End-of-year examination	60%

## Additional Information

Prerequisites	None
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# STUDIO ARTS Subject to class numbers and staffing

## Units 1 & 2

Students explore ideas and sources of inspiration, experiment with materials and techniques, and practice specialised skills in a range of art forms. Various methods of recording inspirations and ideas are developed (e.g. example, observational, realistic renderings contrasted with expressive or abstract interpretations).

Students also develop skills in the visual analysis of artworks from different times and locations in order to understand artists' ideas and how they developed their style of art.

## Units 3 & 4

Students create a proposal for an arts exploration, explaining a comprehensive plan for producing art works. Detailed documentation of their progress is recorded in a work book. Works produced in Unit 3 are developed further in Unit 4 to produce a cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities.

Students also explore how artists have used materials and techniques in various times and locations, and how cultural influences have affected the use of the elements of design within artworks. Current art industry practices and issues are investigated, together with the role of galleries and methods of conservation used for artworks.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Researching and recording ideas</li> <li>Studio practice</li> <li>Interpreting art ideas and use of materials and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of studio practice and development of artworks</li> <li>Ideas and styles in artworks</li> </ul>	<ul style="list-style-type: none"> <li>Exploration proposal</li> <li>Studio process</li> <li>Artists and studio practices</li> </ul>	<ul style="list-style-type: none"> <li>Production and presentation of artworks</li> <li>Evaluation</li> <li>Art industry contexts</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory
Unit 3	SAT (school-assessed task) consists of Outcome 1 & 2 of Unit 3, and Outcome 1 & 2 from Unit 4, to produce a combined contribution of 60% to the study score SAC (school-assessed coursework) Outcome 3 contributes 5% to the study score
Unit 4	SAT Outcome 1 & 2 (as described in Unit 3) SAC Outcome 3 contributes 5% to the study score Examination contributes 30% to the study score

## Additional Information

Prerequisites	Year 10 Art for Units 1 & 2, and Units 1 & 2 for Units 3 & 4, are strongly recommended.
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# TEXTS AND TRADITIONS Subject to class numbers and staffing

## Unit 1: Texts in traditions

Students examine the place of the Bible and its literary forms within a religious tradition. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

## Unit 2: Texts in society

Students study the Bible as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.

## Unit 3: Texts and the early tradition

Students develop an understanding of how the chosen set text (either the Gospel of Luke or the Gospel of John) responds to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within. As a means of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods used by religious scholars.

## Unit 4: Texts and their teachings

Students apply exegetical methods begin in Unit 3 to a greater depth. They study a significant idea, belief or theme contained in the set text (whichever Gospel is chosen), and consider the interpretation of the text in the light of the idea, belief or theme.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Exploring literary forms</li> <li>The formation and exegesis of text</li> <li>Later uses and interpretations of sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>Sacred texts in the past</li> <li>Sacred texts today</li> <li>Comparing religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>The background of the tradition</li> <li>Thematic and literary aspects of the set texts</li> <li>Interpreting texts</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting texts</li> <li>Religious ideas, beliefs and themes</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

## Additional Information

<b>Prerequisites</b>	None
<b>Subject costs</b>	Students will be advised about the texts they need to purchase.

# THEATRE STUDIES Subject to class numbers and staffing

## Units 1 & 2: Theatrical styles of the Pre-Modern and Modern eras

This area of study focuses on an exploration of play scripts from the Pre-Modern and Modern eras of theatre (i.e. works written before and after the 1920s).

Students learn about contexts, cultural origins, theatrical styles and use of stagecraft. They also analyse several plays in performance. Through working collaboratively, students mount a performance of a play script and engage in the application of the necessary stagecraft.

## Unit 3

Students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. They specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge that they develop from this experience to analyse the ways that stagecraft can be used to interpret previously unseen play script excerpts.

Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist that is published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the play script in the performance.

## Unit 4

Students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications that is published annually by the VCAA, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. They interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

Student work for Outcomes 1 & 2 is supported through analysis of a performance they attend, which is selected from the prescribed VCE Theatre Studies Unit 4 Playlist that is published annually in the VCAA Bulletin.

## Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Pre-Modern Theatre</li> <li>Interpreting play scripts</li> <li>Analysing a play in performance</li> </ul>	<ul style="list-style-type: none"> <li>Modern Theatre</li> <li>Interpretation through stagecraft</li> <li>Analysing a play in performance</li> </ul>	<ul style="list-style-type: none"> <li>Production process</li> <li>Theatrical interpretation</li> <li>Production analysis</li> </ul>	<ul style="list-style-type: none"> <li>Monologue interpretation</li> <li>Scene interpretation</li> <li>Performance analysis</li> </ul>

## Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	45%
	End-of-year written examination	30%
	End-of-year stagecraft examination (performance)	25%

## Additional Information

Prerequisites	None
Subject costs	<ul style="list-style-type: none"> <li>Units 1 &amp; 2 – \$60.00 (for two theatre tickets) plus Myki travel pass</li> <li>Units 3 &amp; 4 – \$60.00 (for two theatre tickets) plus Myki travel pass</li> </ul>

# VISUAL COMMUNICATION AND DESIGN

## Subject to class numbers and staffing

### Units 1 & 2

Students begin the subject by becoming proficient at drawing for different purposes. A range of drawing methods, media and materials are explored. A growing awareness of technical drawing conventions is also taught. Design elements and principles are applied when creating visual communications that satisfy a stated purpose.

Students also develop an awareness of how visual communication has been influenced by past and contemporary practices, and by social and cultural purposes. Type and imagery is explored as part of the course.

Students will manipulate type and images to create visual communications. The culmination of the course is to apply the design process, engaging in the various stages of design to create a visual communication that fulfils a set brief.

### Units 3 & 4

Students begin by creating and analysing visual communications for specific contexts, purposes and audiences in each of the fields of design (Communication Design, Industrial Design and Environmental Design).

Students also learn the ethical and legal responsibilities of the design field. They then embark on the development of their own distinct brief and identify two distinct client needs.

Through research, generation of ideas, development of concepts and the refinement of ideas, students create two final designs that they have evaluated and prepared for formal audience presentation.

### Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Drawing as a means of communication</li><li>• Design elements and principles</li><li>• Visual communications in context</li></ul>	<ul style="list-style-type: none"><li>• Technical drawing in context</li><li>• Type and imagery in context</li><li>• Applying the design process</li></ul>	<ul style="list-style-type: none"><li>• Analysis and practice in context</li><li>• Design industry practice</li><li>• Developing a brief and generating ideas</li></ul>	<ul style="list-style-type: none"><li>• Development, refinement and evaluation</li><li>• Final presentations</li></ul>

### Assessment

Unit 1 & 2	Satisfactory or Not Satisfactory	
Unit 3	SAC 1 (Analysis and Practice in Context)	75 marks
	SAC 2 (Design Industry Practice)	25 marks
	SAC 1 & 2 results combine to contribute 25% to study score	
	SAT (Developing a brief and generating ideas) results combine with the Unit 4 SAT	
Unit 4	SAT (Folio development, refinement and evaluation) results combine with the Unit 3 SAT to contribute 40% to study score	
	Examination results contribute 35% to study score	

### Additional Information

Prerequisites	Strongly recommended completion of Units 1 & 2 for Units 3 & 4
Subject costs	Student materials pack costs approximately \$250

# CLEANING OPERATIONS (VET)

Cleaning Operations is a school-based traineeship that credits students with a percentage boost to their ATAR (10% of their best four subjects, including English).

Students who complete this course will be equipped with relevant skills and knowledge to work as a domestic, commercial or healthcare cleaner within the cleaning industry of Australia, in leading hand or supervisory roles.

## Accreditation

Upon successful, students receive a Certificate III in Cleaning Operations. This is a nationally recognised qualification which will be issued by Turning Point Consulting.

## Areas of Study

During completion of this traineeship, students will establish a wide range of skills including:

- team building;
- how to support leadership in the workplace;
- leadership skills;
- occupational health and safety;
- communication and customer service;
- how to clean effectively and efficiently in an allocated timeframe;
- window cleaning techniques;
- how to maintain all equipment; and
- the use of heavy duty machinery such as pressure washer, hot water extraction and high speed polisher.

## Additional Information

<b>Prerequisites</b>	<ul style="list-style-type: none"><li>• Students must be an employee of Quality Cleaning Pty Ltd.</li><li>• Students need to be available to work their allocated work nights, which is where they experience on-the-job training).</li><li>• Students need to be available to work on numerous days in the school holidays, as this is where they will gain experience in the use of a variety of machinery.</li></ul>
<b>Additional subject costs</b>	As a courtesy to families, all fees for this traineeship are paid for by Quality Cleaning.
<b>Time commitment</b>	Approximately two to four hours per week, as well as employed cleaning hours



# Chairo Christian School

## CHANGE OF VCE UNIT REQUEST FORM 2020

Student name: \_\_\_\_\_

Home group: \_\_\_\_\_ Date: \_\_\_\_\_

Current course (please list **all** subjects/units):

Block 1: \_\_\_\_\_ Block 2: \_\_\_\_\_ Block 3: \_\_\_\_\_

Block 4: \_\_\_\_\_ Block 5: \_\_\_\_\_ Block 6: \_\_\_\_\_

**Note:** You must speak with the teachers of both the original unit and the requested unit, informing them of your reasons and seek their approval (indicated by their signatures). All signatures must be present before any changes can occur. You will be notified of **final** approval to attend your new classes once you have received a copy of this completed form from the VCE Coordinator.

Original unit: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

New unit: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

Original unit: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

New unit: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

Reasons for the requested change: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student signature: \_\_\_\_\_

### OFFICE USE ONLY

Parent/guardian signature: \_\_\_\_\_

Implement changes: ☐ Yes ☐ No

VCE Coordinator signature: \_\_\_\_\_

Entered on: ☐ Timetabler ☐ VASS

**Note:** This form is to be completed by the student and **returned to the VCE Coordinator** as soon as possible but **no later than 14 February for Units 1, 3 and 4 or 26 June for Unit 2**. Withdrawal from Unit 4 after 14 February may be possible under special circumstances, please speak to the VCE Coordinator immediately when a concern arises.





# Chairo Christian School

## VCAL APPLICATION FORM DROUIN CAMPUS 2020

Name: \_\_\_\_\_ Current Year Level: \_\_\_\_\_

Current School and Campus: \_\_\_\_\_

Identify three careers that you are interested in:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Explain *why* you have chosen to apply for VCAL: \_\_\_\_\_

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Explain what you *know* about our VCAL program: \_\_\_\_\_

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Explain how you could *contribute* to the VCAL program: \_\_\_\_\_

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Provide an example of a time you have demonstrated each of the following key skills:

Planning and organising: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teamwork: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Communication skills: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem-solving: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Using technology, computers, tools or machinery: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Learning new skills: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Self-Evaluation Checklist (1 = not really, 5 = almost always)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I regularly attend my classes					
I use my time productively					
I meet due dates					
I work well independently					
I work well in a team environment					
I am comfortable working in many different environments					
I enjoy practical work					
I communicate well with others					
I allow others to use their time effectively					
I am reliable					

List three strengths:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three weaknesses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You may be required to attend an interview (notified via email) where you will have the opportunity to present evidence in support of those skills outlined on the previous page. It is important that you are able to provide a resume and a range of relevant support materials (e.g. planning tools, certificates, reports, samples of school work and assessments).

The VCAL program attracts non-refundable fees in addition to standard enrolment fees. This VCAL levy is approximately \$900.

**Please return this form to the careers office by the date specified in the subject selection email.**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**OFFICE USE ONLY**

<b>Teacher and Support Staff Endorsement</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
English			
Maths			
Science			
Humanities			
Elective 1			
Elective 2			
Year Level Coordinator			
Careers Advisor			
VCAL Coordinator			
VCAL Teaching Team			
Learning Support			
Interview Required?			
Semester Report Required?			





# Chairo Christian School

## VET APPLICATION FORM 2020

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ USI: \_\_\_\_\_

Program in 2020:    ☐ Year 10    ☐ VCAL    ☐ VCE

VET course preference 1 (including location): \_\_\_\_\_

\_\_\_\_\_

VET course preference 2 (including location): \_\_\_\_\_

\_\_\_\_\_

Why would you like to undertake this study (include interest and career path)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What experience have you had in this area? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Year 10 & VCE students only:** What strategies will you put in place to keep/catch up with work missed due to VET?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** Your responses to this section will also be used in selecting suitable applicants.

## Parent/guardian authorisation

- I give permission for my son/daughter to attend a VET class.
- I am aware that my son/daughter will not be supervised by school staff members when undertaking classes at the premises of an external provider, on excursions, or travelling to and from the provider.
- I am aware that non-school environments differ from school environments and direct supervision from staff members may not be provided during breaks at an external provider. If a student leaves their VET class and/or the provider's premises, the school may not be notified until rolls are received from the external provider.
- I am aware that no responsibility is accepted by the principal and staff members of the school for the loss, theft or damage of personal property belonging to or in the possession of my son/daughter.
- I will alert the school and the external provider if there are any changes to the attached details or if I become aware of circumstances that raise concerns as to the safety of my son/daughter participating in this program.
- I am aware that my son/daughter is required to obtain a Unique Student Identifier (USI) prior to commencing their VET in 2020.
- I understand that I am responsible for the payment of any additional fees (currently capped at approximately \$1,800 per year) and that refunds are only available if withdrawal occurs very early in the course.
- I am aware that I am responsible for my child's transportation to and from the external provider.
- I understand that I will be notified as soon as possible in the event of illness or accident to my son/daughter, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external provider to administer first aid to my son/daughter, and to consent to my son/daughter receiving such medical and surgical treatment (including the administration of an anesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my son/daughter require such treatment.
- I have listed details of any known medical condition/s that may affect my son/daughter and any current or recent medication or treatment relating to my son/daughter that may be relevant.
- I understand that my son/daughter is expected to catch up on all missed classwork due to VET studies, and no reduced workload or increase in study time will be granted.

Details of any known medical conditions or medications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Parent/guardian comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian contact number: \_\_\_\_\_

VET Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please submit this form to the careers office by the date specified in the subject selection email.**