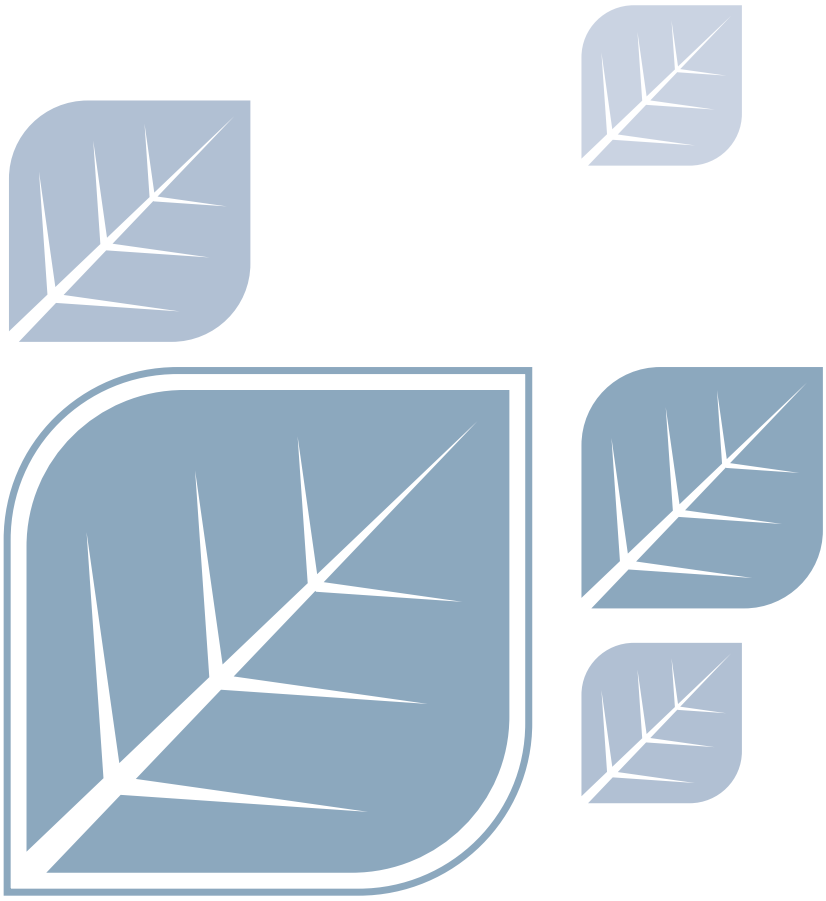
HEATHMONT COLLEGE

Senior Program Guide

GROWING THROUGH KNOWLEDGE



Our College places great emphasis on students having a positive attitude to every aspect of school life and on becoming independent, self directed learners.

Growing Through Knowledge

Contents

VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

When can I start my VCE?

The VCE is usually done in Year 11 and Year 12 but can be started in Year 10. About half of Victorian Year 10 students take some VCE units.

What studies can I choose?

The VCE VET programs can also provide a nationally recognised industry qualification.

What can I choose from at my school?

Each school decides the VCE studies and VCE VET programs that it will offer. At Heathmont College, Senior School offerings are determined by student interest. We will advise you on study choice. If a particular study that interests you is not available, it may be possible to do it outside of school, for example at:

- Distance Education Victoria: **distance.vic.edu.au**
- Victorian School of Languages: **vsl.vic.edu.au**

In order to offer the largest possible VCE/VCAL curriculum, the two schools Heathmont College and Bayswater Secondary College, have combined some of their senior program offerings. As such, you may end up taking classes at both campuses.

What should I consider when choosing my studies?

When making your choice you should consider studies that:

- interest you
- you are good at
- lead to a job that interests you
- prepare you for further training or tertiary courses.

A comprehensive careers program is in place to assist you to make a final decision.

How is the VCE organised?

A VCE study is made up of units. A unit is half a year, or one semester, in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units and in the one year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE. Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2.

What must I include in my VCE program?

To earn your VCE, you must satisfactorily complete at least 16 units.

Regardless of how many units you do altogether, you must satisfactorily complete:

At least three units from the English group listed below:

- English Units 1 to 4
- English as an Additional Language (ESL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4

At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

How many subjects do I have to study each year?

The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE. However, the VCE Senior School Handbook for the partnership states that all timetables must comprise six subjects in Year 11 (12 units) and five subjects in Year 12 (10 units), generating a total of 22 VCE units.

What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work. Your school sets minimum class time and attendance rules. The Senior Program has set a minimum of 90% attendance to pass in any subject, including Home Group.

What is a study score?

A study score shows how well you have performed in a study at Units 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

How can I earn a study score?

At Units 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations.

VCE VET subjects that have scored assessment have two Graded Assessments. The Graded Assessments are different for each study and contribute towards the study score in different ways.

If you complete at least two Graded Assessments, and have satisfactorily completed both Units 3 and 4, you will be awarded a study score.

How is the study score calculated?

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

About the GAT

The General Achievement Test (GAT) is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences. The GAT is an important part of VCE assessment. Although it doesn't count towards your VCE results or your ATAR, the GAT plays an important role in checking that your school assessments and external examinations have been accurately assessed. Therefore, if you are enrolled in Units 3 and 4 of any VCE study or any VCE VET scored program – whether in Year 11 or Year 12 – you must sit the GAT. Your GAT results will be reported with your Statement of Results.

How does the GAT affect my VCE results?

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed.

How do I get an ATAR?

An Australian Tertiary Admission Rank (ATAR) is calculated by VTAC using VCE study scores. VTAC uses the ATAR in the process of offering university places. To get an ATAR you must complete both Units 3 and 4 of an English study (from the group above) and three other Units 3 and 4 studies in addition to the English requirement. You must also get a study score for these. VTAC places restrictions on certain combinations of VCE and VET studies so if you intend to apply for an ATAR at the end of your VCE. Talk to your VCE coordinator about these rules.

How is the ATAR calculated? How are subjects scaled?

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

What do I need to satisfy the VCE?

To get the VCE you need to satisfy the VCE program requirements described earlier. Your school will decide whether or not you have satisfactorily completed the units in your VCE program. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'. Each unit of VCE study has a set of outcomes that must be achieved in order to get an 'S' result for that unit. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Outcomes include key knowledge and skills. Each unit of a VCE study has between two and four outcomes.

How will I be assessed in Units 1 and 2?

Assessment in Units 1 and 2 is school based. Your teachers will set a range of assessment tasks to see how you are progressing. These tasks will have deadlines and you need to have a very good reason for extending a deadline, so you should plan well to get all of your work done on time. If you fail to meet your school's deadlines, you may not satisfactorily complete a unit. For Units 1 and 2, as well as giving you an 'S' or 'N' for units, some schools may also give you a grade for your assessment tasks. These grades will not be reported to the VCAA.

How will I be assessed in Units 3 and 4?

For Units 3 and 4, you will get grades or marks for your assessment tasks as well as the 'S' or 'N' for the satisfactory completion of a unit. In each VCE study there are three Graded Assessments at the Units 3 and 4 level, which consist of two school assessments and one examination or one external assessment (with the exception of Mathematics courses , which have two end-of-year examinations). Every VCE study has at least one examination or external assessment. At the Units 3 and 4 level the VCAA supervises the assessment of all students – both at the school and in the examinations. A similar process of assessment applies to scored VCE VET programs, that is, they have a school assessment and an examination. Your school will be able to tell you which VCE VET programs are scored.

Types of assessment in Units 3 and 4

In the VCE there are two kinds of assessment in Units 3 and 4. The first kind is assessment done at school. Your teachers will set assessment tasks that are done mainly in class time. These are often referred to as school assessed coursework (SACs). The second kind is the examination/s in each VCE study. These can be written, oral, performance or electronic. Most are held in November, but performance and language studies also have examinations in October. For all forms of assessment, both school assessment and examinations, the VCAA has careful procedures to ensure that all schools throughout the state are marking to the same standard. They involve statistical procedures and multiple checks on each aspect of your assessment. The GAT is part of this process.

Statement of Results

If you are taking Units 1 and 2 only, you will receive a Statement of Results through your school. If you are taking Units 3 and 4, the Statement of Results will be sent to you by the VCAA in December. The Statement of Results will indicate whether or not you gained an 'S' or 'N' for every unit you enrol in – Units 1, 2, 3 and 4. Your assessments in Units 3 and 4 for School-assessed Coursework, School assessed Tasks, examinations or other external assessments will be reported as a grade from A+ to E or UG (ungraded).

If you achieve two or more graded assessments and receive 'S' for both Units 3 and 4 in a study in the same year, you will receive a study score. The study score is calculated on a scale of 0 to 50 and is a measure of how well you performed in relation to all others who took the study. The study scores calculated by the VCAA will be used by VTAC to calculate your ATAR.

If you have completed VCE VET units, these will be shown on your Statement of Results. If you have completed a full VCE VET program, you will receive a separate certificate from the Registered Training Organisation (RTO) in addition to your VCE. If you have undertaken assessment for a study score in a VCE VET program, your score will be included on the Statement of Results along with VCE studies.

VCE Certificate

You will receive a certificate if you have satisfied the requirements for completing the VCE.

Higher Education Studies in the VCE

If you are a high achiever looking for an extra challenge, a Higher Education study may interest you. A Higher Education study can count towards satisfactory completion of your VCE and is equivalent to at least 20 per cent of a full-time first year university course. You may enrol in only one Higher Education study as part of your VCE. If you enrol in a Higher Education study, it will be one of the following:

- Extension Study contains curriculum that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension Study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of 41 or greater.
- Advanced Standing Study contains curriculum that is not available in any current VCE subject and it may not require a prerequisite. For example, a student might start a nursing degree at university while studying VCE Units 3 and 4. Satisfactory completion of a Higher Education study can contribute to your ATAR as a fifth or sixth VCE study. You will usually be able to progress to second year level at university for the particular study, if you are selected for the course to which the study belongs. A summary of the Higher Education studies offered by participating universities can be found at: http://www.vcaa.vic.edu.au/pages/vce/studies/studiesextension.aspx

How can I get into university or TAFE?

VTAC calculates your ATAR using the VCAA study scores for Units 3 and 4. Other studies used in the calculation of your ATAR can include VCE VET programs and a Higher Education study. The ATAR is an overall measure of a student's achievement in relation to that of other students. It allows tertiary institutions to compare students who have completed different combinations of VCE studies and is reported to you as a rank between 0.00 and 99.95 with increments of 0.05.

Further details about this process and tertiary selection are given in the following VTAC publications:

- ABC of Scaling A copy is mailed with the ATAR statement in December on completion of the VCE.
- Choice! Year 10 booklet available through schools.
- VTAC Guide available at newsagents and on the VTAC website.
- Victorian Tertiary Entrance Requirements (VICTER) in newspapers late July and on the VTAC website.
- VTAC website: vtac.edu.au

VCE Baccalaureate

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also 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.

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

VCAL

What is the VCAL?

The VCAL is an alternative to the VCE and is a hands-on option for Year 11 and 12 students. The VCAL gives you:

- Practical work-related experience
- Employability skills
- Literacy and numeracy skills
- Personal skills that is important for life and work.

Students who do the VCAL are likely to be interested in training at TAFE institutes, doing an apprenticeship, or getting a job after completing school. Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a trade or industry certificate. The VCAL has three levels – Foundation, Intermediate and Senior. The VCAL's flexibility offers you a study program that suits your interests and learning needs.

You choose accredited modules and units for each of the following compulsory strands:

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

What if I haven't decided exactly what I want to do?

If you are undecided about what you want to do, VCAL is a good option in Year 11. You can choose to complete a VCAL in Year 11 and then transfer to the VCE. Alternatively, you can complete a VCAL certificate in Year 11 and then do further education or training at the next VCAL certificate level. You might also choose to continue your training, do an apprenticeship or start work.

When can I do the VCAL?

You can begin your VCAL program in Year 11 or Year 12 of secondary school.

Are there any entry requirements?

No. You begin the VCAL at a level suitable to your capabilities. Your teacher or careers counsellor will be able to help you decide which level is suitable for you.

How long will it take me to complete?

The time it takes depends on how your VCAL program is structured. Generally speaking, a VCAL certificate can be completed in one year as long as all aspects of the certificate requirements are met.

What do I get after successfully completing the VCAL?

You will receive a VCAL certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE VET units, and a Statement of Attainment from the RTO for VET or Further Education training that you have completed.

What do I study?

Your teacher or careers counsellor can help you develop a VCAL program that suits your particular learning needs and interests. You can select units and modules from each of the following four VCAL strands.

STRAND 1 – LITERACY AND NUMERACY SKILLS

Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units, VCE English and Mathematics.

STRAND 2 – INDUSTRY SPECIFIC SKILLS

Your VCAL Intermediate or Senior program must include units from VET certificates. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to undertake various units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive and examples include automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty.

STRAND 3 – WORK RELATED SKILLS

In this strand you study units that will help prepare you for work, for example occupational health and safety or job interview skills. In order to develop employability skills, VCAL also gives you the choice to undertake a structured workplace-learning placement, a school based apprenticeship or traineeship and/or part-time work.

STRAND 4 – PERSONAL DEVELOPMENT SKILLS

As part of your VCAL program you will take part in community-based projects and activities that promote health and wellbeing and develop self-confidence, teamwork and other skills important for life and work.

I have already started a VET certificate. Will this count towards my VCAL?

Yes. You should speak to your teacher or careers counsellor to work out how much of your previous study counts towards your VCAL and to plan the remainder of your VCAL program.

I have already done a VCE subject. Will this count towards my VCAL?

Yes, if you have an 'S' result for the VCE unit it will count towards your VCAL. You should speak to your teacher or careers counsellor to plan the remainder of your VCAL program.

Can I swap to the VCE if I change my mind?

If you decide to take this option, discuss it with your teacher or careers counsellor.

Will part-time work count towards my VCAL?

Part-time work can contribute to your VCAL. Other work activities that might contribute to your VCAL include:

- A school-based apprenticeship or traineeship
- Voluntary work
- Structured workplace learning placements

Statement of Results

If you are undertaking a VCAL and have not taken any VCE Units 3 and 4 studies you will receive a Statement of Results through your school. If you have taken VCE Units 3 and 4 studies, your Statement of Results will be mailed to you by the VCAA in December. The Statement of Results will list all VCAL units that you completed satisfactorily. It will also list all VCE units studied whether or not you completed them satisfactorily. Satisfactory completion is reported as an 'S'. Not meeting the requirements for satisfactory completion is reported as an 'N'. If you have completed VCE VET units, these will be shown on your Statement of Results and if you have completed a full VCE VET program, you will receive a separate certificate from the RTO in addition to your VCAL.

VCAL Certificate

You will receive a certificate if you have satisfied the requirements for completing the VCAL.

Where can VCAL take me?

The VCAL will give you practical work related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school to work, an apprenticeship or traineeship and/or further training at TAFE. Students planning to go straight to university should do the VCE, which allows them to gain an ATAR calculated by VTAC. If you are studying the VCAL at Senior level and decide that you might be interested in going on to university, check with your teacher or careers counsellor because some universities will consider students with a VCAL Senior Certificate for admission.

How is VCAL Assessed?

All units in your VCAL program are assessed by your teacher and/or RTO. Students who include VCE studies in their VCAL can refer to the VCE section of this book for further information on assessment.

What must I do to get my VCAL?

To get your VCAL you must successfully complete a learning program that contains a minimum of 10 credits (units). The program must include:

- A minimum of one credit for each of the VCAL curriculum strands (Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills)
- A minimum of two VCAL units
- One credit for numeracy
- Six credits at the VCAL level attempted (Foundation, Intermediate or Senior) or above this level. One of these credits must be for Literacy and one for Personal Development Skills.

At the VCAL Intermediate and Senior levels the program must also include VET units totalling at least 90 hours. A VCAL program may also include VCE studies and Further Education units. One credit is awarded for 90 hours of a Further Education unit.

VET

There are three ways to include VET as part of your VCE. If you complete a VET qualification in any of these ways, you will receive a certificate from the Registered Training Organisation (RTO) as well as credit in the VCE.

VCE VET programs

VCE VET students do vocational training programs as part of their VCE. Currently there are more than 30 VCE VET programs to choose from. A program booklet for each of the VCE VET programs is available on the VCAA website at: vcaa.vic.edu.au

VCE VET will contribute towards satisfactory completion of your VCE and also give you a qualification that is recognised around Australia. It can also lead to further training, for example at a TAFE institute. VCE VET programs that have Units 3 and 4 can be included in the calculation of the ATAR by VTAC. If you are interested in a particular area of work, ask your school VCE or VET coordinator how a VCE VET program in this area will contribute to your VCE.

Block Credit

If you are interested in doing a vocational training certificate that is not available as a VCE VET program or a school-based apprenticeship or traineeship, it is possible you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. Ask your VET coordinator for more information about this.

VET in the VCE

VCE VET programs are designed to:

- Expand vocational opportunities for senior secondary students
- Link schools to industry and training providers
- Help meet the needs of industry
- Prepare young people for the workplace of the future
- Provide opportunities for students to participate in workplace learning.

How is the VET qualification translatable?

All training qualifications are within the National Training Framework. They are comprised of industry competency standards/modules and are delivered by Registered Training Organisations.

How do certain types of VET course help me?

All VCE VET units, with a Units 3 and 4 sequence, make a contribution to the ATAR (Australian Tertiary Admissions Rank), either by providing a 10% increment to the ATAR or by inclusion in the primary four subjects for the calculation of their ATAR for those VET programs with scored assessment.

What do I get if I finish a VCE VET program?

On successful completion of the VCE and a VET program students will receive a:

- VCE certificate
- A nationally recognised VET qualification
- Enhanced training pathways and
- Enhanced employment opportunities.

Scored VET subjects

(Units 3 and 4 sequence)

- Business
- Community Services
- Dance
- Electrotechnology
- Engineering
- Equine
- Financial Services
- Furnishing
- Hospitality
- Information Technology
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

VET Subjects offered through the Maroondah Partnership

- Automotive – Ringwood Trade Training Facility
- Electro Technology – Ringwood Trade Training Facility
- Building and Construction – Ringwood Trade Training
- Community Services – Melba College
- Engineering – Ringwood Trade Training Facility
- Music Industry – Melba College
- Public Safety – Heathmont College
- Make Up and Skin Care – Norwood Secondary College
- Sport and Recreation – Norwood Secondary College

This list will be updated later in Term 3.

What are my choices?

There are two broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

CHOOSING A PROGRAM

When choosing your program it is important to consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCAL program is likely to be more suited to your pathway needs.

It is important to:

- Identify your interests and strengths and link these with appropriate work/career choices
- Ensure your program of study leaves your options open for university or TAFE
- Check prerequisite subjects you may need for university
- Choose courses that interest you
- Read information related to a VCAL program.
- Discuss with your classroom teachers, the Pathways Coordinator and Year Level Coordinator, to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

ASSISTANCE WITH PROGRAM CHOICES

When making choices about your program for next year, you should seek advice and information from your advisor, teachers, your year level leader and careers counsellor.

CHOOSING A YEAR 12 SUBJECT IN YEAR 11

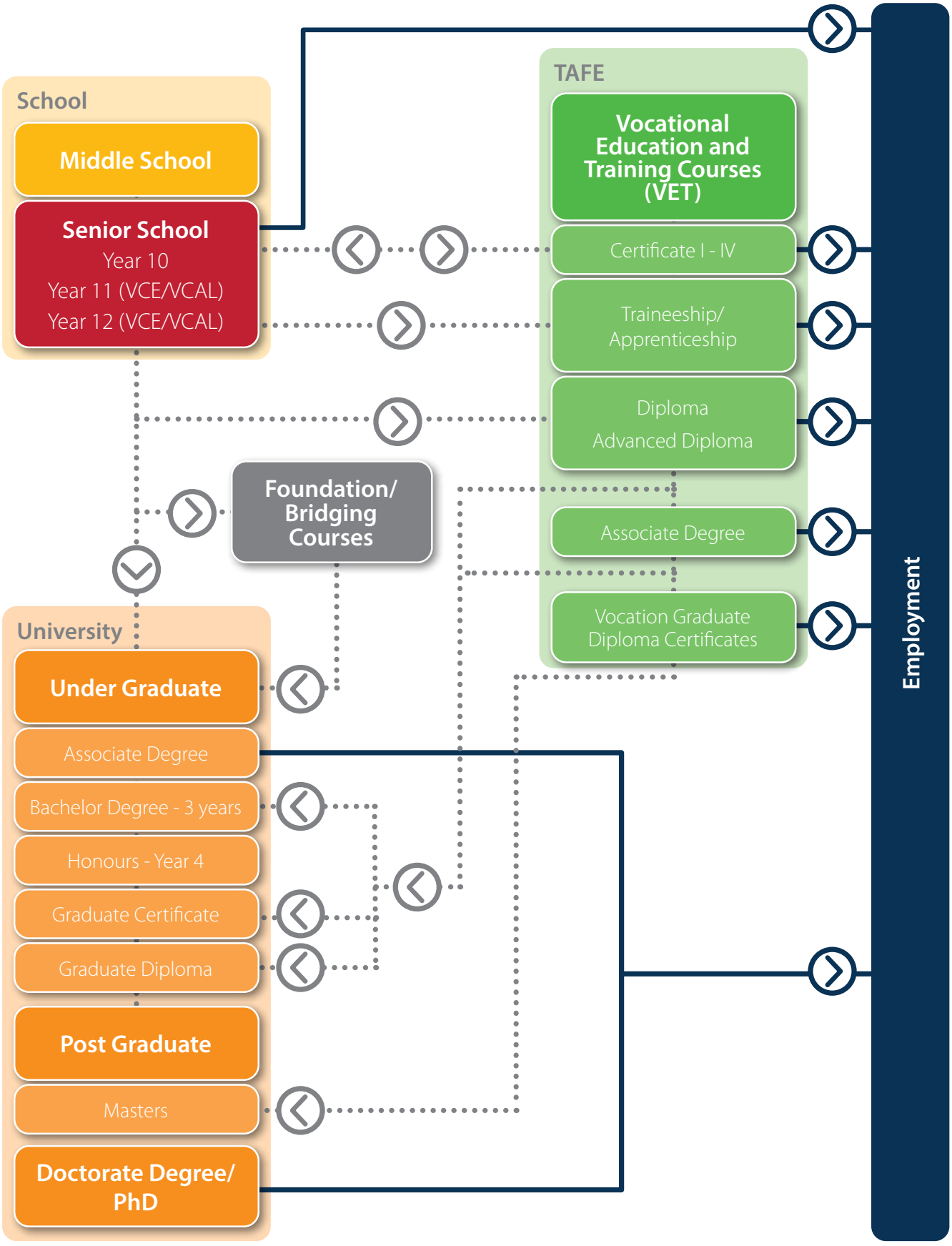
Students may choose ONE Year 12 (Unit 3 and 4) subject for completion in Year 11. This option is best suited to students who are:

- well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject; and have completed a Unit 1 and 2 subject in Year 10.

COURSE RESTRICTIONS

Units offered throughout this Program and Subject Selection Guide will only run if minimum class sizes are met. Students should note that some subjects have specific requirements or prerequisites. These are clearly indicated on subject pages where applicable.

Education & Employment Pathways



How do I select my subjects?

Applying for senior school subjects:

An individual code will be provided for each student and a link to an online webform for you to choose your subjects.

Once you have chosen your subjects you must print your forms and have them signed by a parent or carer. The signed forms are returned to the General Office.

A provisional list of your subjects will be provided to you once all students have completed the online form.

In the event of you experiencing any subject clashes, or if a subject is not able to run due to lower than expected numbers, a member of the Pathways Team will arrange a time with you to discuss your options.

If you have any questions, see the Pathways Team as soon as possible.

Who can I ask for help?

Who to ask	Role	How can they help	Email address
Melissa McMurray	Senior Program and Pathways Coordinator	Career Counselling	melissa.mcmurray@education.vic.gov.au
Nina Ling	Assistant Principal	Subject selection, unit constraints, timetables	nina.ling@edumail.vic.gov.au
Lachlan Hunter	Head of House - Flynn		lachlan.hunter@education.vic.gov.au
Elise Hopkins	Head of House - Gilmore		elise.hopkins@education.vic.gov.au
Shane Hunt	Head of House - Hollows		shane.hunt@education.vic.gov.au
Melissa McMurray	Head of House - Monash		melissa.mcmurray@education.vic.gov.au

Subjects on offer

Please be advised that whilst many subjects are offered, demand dictates which subjects will actually run.

A
- Accounting

B
- Biology
- Business Management

C
- Chemistry
- Chinese First Language
- Computing: Informatics

D
- Drama

E
- English
  - » English
  - » Literature
  - » English as an Additional Language (EAL)

F
- Food Studies

G
- German
- Global Politics
  - » Units 1&2: Australian & Global Politics
  - » Units 3&4: Global Politics

H
- Health and Human Development
- History
  - » Units 1&2: 20th Century History
  - » Units 3&4: Revolutions

I
- Indonesian

L
- Legal Studies

M
- Mathematics
  - » Mathematics: General
  - » Mathematics: Foundation
  - » Mathematics Methods (CAS)
  - » Mathematics: Specialist
  - » Mathematics: Further
- Media
- Music Performance

O
- Outdoor and Environmental Studies

P
- Physical Education
- Physics
- Psychology

S
- Studio Arts

V
- Visual Communication Design
- VCAL: Literacy
- VCAL: Numeracy
- VCAL Personal Development Skills
- VCAL: Work Related Skills

Subject Learning Attributes/Skills

The table below provides you with a quick guide to the subjects offered at Heathmont College and the preferred learning attributes and skills of the student who intends to undertake the course.

Subject Offered	Analytic or Scientific	Creative or Artistic	Helping or Advising	Nature or Recreation	Organising or Clerical	Persuading or Service
Accounting	✔				✔	
Biology	✔			✔		
Business Management			✔		✔	✔
Chemistry	✔					
Chinese First Language			✔		✔	
Computing and Informatics	✔	✔	✔		✔	✔
Drama		✔				✔
EAL	✔	✔			✔	
English	✔	✔			✔	
English Language	✔	✔			✔	
Literature	✔	✔				
Food		✔	✔			✔
German			✔		✔	
Global Politics	✔		✔		✔	
Health & Human Development				✔		✔
History: Twentieth Century	✔		✔		✔	
History: Revolutions	✔		✔		✔	
Indonesian			✔		✔	
Legal Studies	✔		✔		✔	
Foundation Mathematics	✔				✔	
Further Mathematics	✔				✔	
General Mathematics	✔				✔	
Mathematical Methods	✔				✔	
Specialist Mathematics	✔				✔	
Media		✔				✔
Music Performance 1 & 2		✔			✔	
Music Performance 3 & 4		✔			✔	
Outdoor & Environmental Studies			✔	✔		✔
Physical Education				✔	✔	
Physics	✔		✔			
Psychology	✔		✔		✔	✔
Studio Arts		✔	✔		✔	
Visual Communication		✔				✔
VCAL		✔		✔	✔	

Glossary

Australian Tertiary Admission Rank (ATAR)
The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

Department of Education and Training (DET)
The government department that administers apprenticeships and traineeships.

General Achievement Test (GAT)
The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.

Outcomes
What you are expected to know and be able to do by the time you have finished a VCE unit.

Registered Training Organisation (RTO)
An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

Satisfactory completion
This means you have achieved the outcomes for the unit. You get an 'S' for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

Semester
Half of the academic year. Most units last for one semester.

Sequence
The order in which you do your VCE units, for example a Units 3 and 4 sequence.

Statement of Attainment
A record of recognised learning that may contribute towards a qualification in the VET sector.

Statement of Results
A set of documents that formally state the results you achieved in the VCE and/or VCAL, and whether or not you have graduated.

Studies
The subjects available in the VCE.

Study score
A score with a maximum of 50, which shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

Technical and Further Education (TAFE)
TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.

Units (VCAL)
Accredited units in Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills that contribute as credits towards the VCAL.

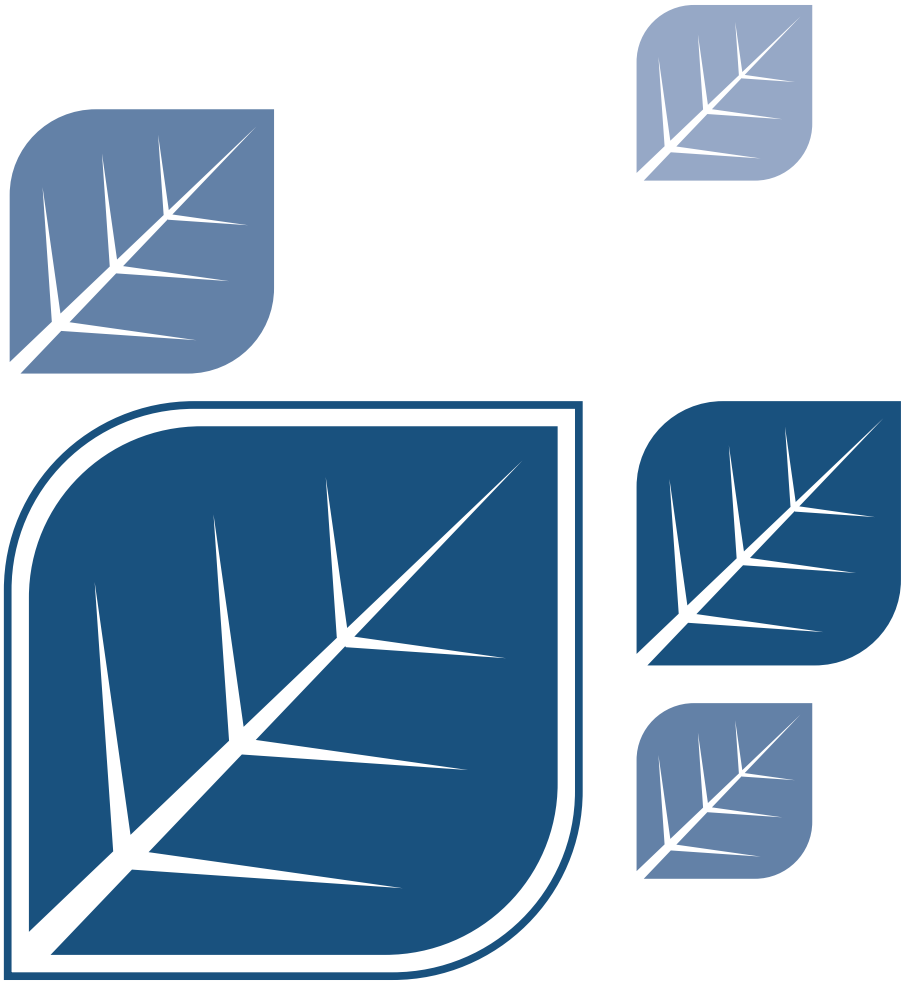
Units (VCE)
The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

Victorian Curriculum and Assessment Authority (VCAA)
The State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.

Vocational Education and Training (VET)
This refers to nationally recognised vocational certificates.

Victorian Tertiary Admissions Centre (VTAC)
VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other further education colleges.

Subject Guide



Accounting
Units 1-2

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 specifically deal with the establishment and management of small business. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

UNIT 1

In this unit, students record financial data and prepare reports for service businesses owned by sole proprietors. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

LEARNING ACTIVITIES

Worked examples, business simulations, worksheets, quizzes, online activities, ICT tasks.

KEY SKILLS REQUIRED

Data interpretation, creativity and imagination with developing their own business, report writing and case study investigations.

ASSESSED TASKS

Topic tests, reports, projects, development of a business plan and an end of semester written examination.

UNIT 2

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

LEARNING ACTIVITIES

Worked examples, business simulations, worksheets, quizzes, online activities, ICT tasks

KEY SKILLS REQUIRED

Application of theoretical knowledge to simulations, financial analysis, ICT capabilities, critical thinking, ethical considerations.

ASSESSED TASKS

Topic tests, projects, end of semester examination.

Accounting
Units 3-4

These units develop student understanding of accounting for trading businesses and the role of accounting as an information system. Students use the double entry system of recording financial data and the perpetual system of inventory recording

UNIT 3

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

LEARNING ACTIVITIES

Homework tasks, textbook questions, worksheets, online tasks, excel examples, worked examples.

KEY SKILLS REQUIRED

ICT capabilities, critical thinking, application of theoretical knowledge to simulated situations, analysis and evaluation of financial information, ethical considerations.

ASSESSED TASKS

Exam-style assessments, end of semester examination, other outcome tasks.

UNIT 4

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

LEARNING ACTIVITIES

Homework tasks, textbook questions, worksheets, online tasks, excel examples, worked examples.

KEY SKILLS REQUIRED

ICT capabilities, critical thinking, application of theoretical knowledge to simulated situations, analysis and evaluation of financial information, ethical considerations.

ASSESSED TASKS

Exam-style assessments, end of semester examination, other outcome tasks.

Biology
Units 1-2

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

UNIT 1

How do organisms regulate their functions? This unit focuses on the structure and function of cells and the processes that maintain life. Students will explore how systems function in plants and animals.

LEARNING ACTIVITIES

Practical reports, scientific investigation, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. Plant and animal dissections are a part of Unit 1.

KEY SKILLS REQUIRED

Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

ASSESSED TASKS

- Practical Reports
- Scientific Poster
- Tests
- Exam

UNIT 2

How does inheritance impact on diversity? Students compare the advantages and disadvantages of asexual and sexual reproduction, explain how cells reproduce and describe the medical research currently being undertaken in reproduction of organisms. Students will examine DNA and genetic inheritance. They will study structural, physiological and behavioural adaptions that enhance an organism's survival

LEARNING ACTIVITIES

Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries and fieldwork excursions to a local bushland and coastal area.

KEY SKILLS REQUIRED

Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

ASSESSED TASKS

- Practical Reports
- Scientific Poster
- Tests
- Exam

Biology
Units 3-4

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

UNIT 3

Students will analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA. They will also explore the structure and regulation of biochemical pathways. They will examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

LEARNING ACTIVITIES

Practical investigations, research, drawing and labelling diagrams, constructing tables and concept maps, text reading and answering questions

KEY SKILLS REQUIRED

Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

ASSESSED TASKS

For each outcome there will be one task selected from: Analysis and evaluation of a selected biological case study, Analysis and evaluation of generated primary and/or collated secondary data, Comparison and evaluation of biological concepts, methodologies and methods, & findings from three student practical activities and, Analysis and evaluation of a contemporary bioethical issue.

UNIT 4

Students will explore the immune response of organisms to specific pathogens. Students will examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. Students will learn that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

Students will also focus on changes to genetic material over time and the evidence for biological evolution. They will consider how the field of evolutionary biology is based upon the accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. They will consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution.

LEARNING ACTIVITIES

Practical investigations, research, modeling, concept maps, posters, text reading and answering questions.

KEY SKILLS REQUIRED

Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

ASSESSED TASKS

Same as Unit 3

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (50%) and 2.5 hour written examination in November (50%).

Business Management
Units 1-2

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Unit 2 focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

UNIT 1

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

LEARNING ACTIVITIES

Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests, learning activities and case studies.

UNIT 2

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

LEARNING ACTIVITIES

Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on your own experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests using case study material and an end-of-year written examination.

Business Management
Units 3-4

Business Management examines the ways in which people, at various levels within a business organisation, manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexities and rewards that come from business management and gain an insight into the various ways resources can be managed in large-scale organisations.

UNIT 3

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

LEARNING ACTIVITIES

Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests, learning activities and case studies.

UNIT 4

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance..

LEARNING ACTIVITIES

Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on your own experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests using case study material and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); 2 hour written examination in November (50%).

Chemistry
Units 1-2

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.

UNIT 1

Students will consider: 'How can the diversity of materials be explained?'

This will be achieved by investigating 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.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and responding.

KEY SKILLS REQUIRED

EThroughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

ASSESSED TASKS

Topic tests, experimental report, and an end of semester examination.

UNIT 2

Students will consider: 'What makes water such a unique chemical?' and explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and responding.

KEY SKILLS REQUIRED

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

ASSESSED TASKS

Topic tests, independent investigation report and an end of semester examination.

Chemistry
Units 3-4

This subject will provide students with the skills to pursue further studies. All students should become more informed, responsible decision-making citizens able to use chemical knowledge in their everyday lives and to evaluate and debate important issues such as the future of our environment and its management.

Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.

UNIT 3

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and responding.

KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete basic numerical calculations.

ASSESSED TASKS

Two different types of assessment chosen from a range of options including a report, media analysis and a reflective learning journal.

UNIT 4

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and responding.

KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS

Two different types of assessment chosen from a range of options including a report, set of structured questions, media analysis and a reflective learning journal as well as a structured scientific poster according to the VCAA standard template.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework 40% (Unit 3: 16% & Unit 4: 24%), end of year written examination 60%.

Chinese First Language
Units 1-2

The study of Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including in banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

LEARNING OUTCOME 1

Student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

LEARNING OUTCOME 2

Student should be able to listen to, read and reorganise information and ideas from spoken and written texts.

LEARNING OUTCOME 3

Student should be able to produce a personal response to a fictional text.

ASSESSED TASKS

- Discussion
- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.
- Oral presentation.

UNIT 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

LEARNING OUTCOMES

- Participate in a spoken or written exchange related to making arrangements and completing transactions
- Listen to, read, and extract and use information and ideas from spoken and written texts
- Produce, in spoken or written form, a personal or imaginative piece.

ASSESSED TASKS

- Formal letter OR Role-play OR Interview
- Written piece –reorganising taped information into a different format
- Written piece –reorganising printed information into a different format
- Journal entry OR Personal account OR Short story
- End of unit exam

Chinese First Language
Units 3-4

The study of Chinese develops students' ability to understand and use a language which is spoken by about of quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

UNIT 3

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

LEARNING OUTCOMES

- Express ideas in an original written piece
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences.

ASSESSED TASKS

- Personal or imaginative written piece of 250 words
- Written response to spoken texts
- Role-play –resolving an issue.

UNIT 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: produce an original piece of writing; respond to spoken texts in writing and translating; participate in an oral activity paying attention to pronunciation, intonation and phrasing.

LEARNING OUTCOMES

- Analyse and use information from written texts
- Respond critically to spoken and written texts.

ASSESSED TASKS

- Response to written texts
- Informative, persuasive or evaluative written piece of 250 –300 words
- A three to four minute interview based on an issue related to the text studied.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (50%), School Assessed Coursework Unit 4 (50%), and a 2 hour written examination in November (50%)

Applied Computing
Units 1-2

VCE Applied Computing focuses on data analysis, computer networks and cybersecurity, and programming. Students progress onto VCE Applied Computing: Data Analytics for Units 3 and 4.

UNIT 1

AOS 1 – Data Analysis

In this area of study students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams. No restrictions are placed on the software tools used to create data visualisations.

AOS 2 – Programming

In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution. Details

ASSESSMENT

Data Analysis SAC, Programming SAC, Outcome Tasks

UNIT 2

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

AOS 1 - Innovative Solutions

The innovative solution may take the form of a proof of concept, prototype or product. Students choose one of the following topics to explore in greater detail: artificial intelligence, machine learning or neural networks, assistive and wearable technologies or Internet of Things (IoT), creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices, games development, multimedia programming or web authoring, mixed realities such as augmented and virtual reality, investigation/research project on innovative uses for emerging technologies such as blockchain, any other innovative digital solution.

AOS 2 – Cybersecurity

In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

ASSESSMENT

Innovative Solutions SAC, Cybersecurity SAC & Oucome Tasks

Applied Computing
Units 3-4

VCE Applied Computing: Data Analytics is a portfolio subject that focuses on databases, an independent research project (SAT) and cybersecurity.

UNIT 3

AOS 1 – Data Analytics

In this area of study students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualizations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualization software tools.

The software solutions involve importing data from files to a database to identify patterns and relationships. Data is then imported into a spreadsheet for further refinement before presenting findings as data visualizations. Students justify the use of functions, formats and conventions in the development of their data visualizations.

AOS 2 – Data Analytics: Analysis and Design (SAT)

In this area of study students, individually, determine and propose a research question and collect and analyze data. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

On completion of this unit the student should be able to propose a research question, formulate a project plan, collect and analyze data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualizations.

ASSESSMENT

Databases SAC, SAT Tasks, Outcome Tasks

UNIT 4

AOS 1 – Data Analytics: Development and Evaluation (SAT)

In this area of study students develop the design they prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation.

AOS 2 – Cybersecurity: Data and Information Security

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

ASSESSMENT

Data Analytics: Development and Evaluation SAT, Cybersecurity SAC, Outcome Tasks

Drama
Units 1-2

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

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

UNIT 1: Introducing performance styles

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

LEARNING ACTIVITIES

Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a folio of research, notes, and homework.

KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

A variety of small performance tasks and written tasks pertaining to devising in small groups. Main assessments include a group ensemble performance and written tasks relating to the planning, presentation and production process; as well as an analysis of an external performance and an exam.

UNIT 2: Australian Identity

Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

LEARNING ACTIVITIES

Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

KEY SKILLS REQUIRED

Interest in and ability to explore the dramatic potential of a given stimulus, organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Written tasks and performance tasks within performance style units leading up to a small solo performance piece, devised by the student. Written tasks include an analysis of another external performance, as well as an end of unit exam.

Drama
Units 3-4

Drama is about imagining, creating and performing ideas through dramatic expression.

Students are advised to complete Units 1 and 2 Drama or have significant previous drama experience prior to studying Units 3 and 4.

UNIT 3: Devised ensemble performance

Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

LEARNING ACTIVITIES

Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

ASSESSED TASKS

Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

UNIT 4: Devised Solo performance

Students will develop the skills for creating and developing characters for two solo performances.

LEARNING ACTIVITIES

Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

ASSESSED TASKS

Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 7 minute solo performance examination in October (35%),

1 ½ hour written examination in November (25%).

English Overview

INTRODUCTION

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of an English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?

English is a compulsory subject for all students completing VCE. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Units 1-4, Literature Units 1-4, and Foundation English Units 1-2. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

ENGLISH PATHWAYS

STANDARD ENGLISH PATHWAY

Year 11	Year 12
English Units 1 and 2	English Units 3 and 4
English Language Units 1 and 2	English Language Units 3 and 4

ENGLISH LANGUAGE PATHWAY

Year 11	Year 12
Language Units 1 and 2 **and** English Units 1 and 2	Language Units 3 and 4
OR	AND/OR
Language Unit 1 and English Unit 2	English Units 3 and 4

ENGLISH LITERATURE PATHWAY

Year 11	Year 12
Literature Units 1 and 2 **or** English Units 1 and 2	Literature Units 3 and 4
OR	AND/OR
Literature Unit 1 and English Unit 2	English Units 3 and 4

An ATAR score may include up to two English studies as part of the best four overall for tertiary admission.

ENGLISH (EAL)

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?

A student is eligible for EAL status if:

- He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
- English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
- The student meets the requirement for classification as a hearing impaired student.

A student who believes they are eligible to be recognised as being comparatively unfamiliar with the English language must speak to the Senior Programs Leader and provide supporting documentation.

English
Units 1-2

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of situations. The study of English will help to develop the skills to meet the demands of employment, further education and participation in an open democratic society.

UNIT 1

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

LEARNING ACTIVITIES

- Plan analytical responses to texts
- Plan creative responses to texts
- Explain and justify decisions made in the writing process
- Draft, review, edit and refine creative and analytical responses to texts, making choices about features of texts and using feedback gained from individual reflection, discussion, and peer and teacher comments
- Develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others
- Plan analytical responses and texts that present an argument, taking account of the purpose, context and audience in determining the selected content and approach
- Develop, clarify and critique ideas presented in their own and others' arguments using discussion and writing.

ASSESSED TASKS

- An analytical response to a set text
- A creative response to a set text
- An analysis of the use of argument and persuasive language in text/s
- An oral presentation presenting a point of view.

UNIT 2

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

LEARNING ACTIVITIES

- Use textual evidence appropriately to support comparative responses
- Plan comparative responses, taking account of the purpose, context and audience in determining the selected content and approach
- Develop and clarify ideas and insights gained through comparison using discussion and writing conduct research to support the development of arguments on particular issues and acknowledge sources accurately and appropriately where relevant
- Select evidence to support particular positions
- Plan analytical responses and texts that present an argument, taking account of the purpose, context and audience in determining the selected content and approach.

ASSESSED TASKS

- A comparative analytical response to set texts
- A persuasive text that presents an argument or viewpoint
- An analysis of the use of argument and persuasive language in text/s.

English
Units 3-4

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

UNIT 3

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response they explore issues of purpose and audience and make key choices about structure, conventions and language.

Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

LEARNING ACTIVITIES

- Examine different interpretations of texts and consider how these resonate with or challenge their own interpretations
- Plan analytical interpretations of texts
- Plan creative responses to texts
- Identify the ways authors construct arguments to position audiences, including through reason and logic, and written, spoken and visual language
- Analyse the features of written, spoken and multimodal texts used by authors to position audiences.

ASSESSED TASKS

- An analytical response to a set text
- A creative response to a set text
- An analysis of the use of argument and persuasive language in text/s.

UNIT 4

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

Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media.

LEARNING ACTIVITIES

- Plan comparative responses, taking account of the purpose, context and audience in determining the selected content and approach
- Develop and clarify ideas and insight gained through comparison using discussion and writing
- Conduct research to support the development of arguments on particular issues and acknowledge sources accurately and appropriately where relevant
- Gather, organise and synthesise information and ideas into a reasoned argument
- Select evidence to support particular positions
- Plan texts that present a point of view, taking account of the context and audience in determining the selected content and approach, and articulate the intention of their decisions in written form

ASSESSED TASKS

- A comparative analysis of two set texts.
- A point of view response presented orally.

Literature
Units 1-2

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

UNIT 1

Students focus on the ways in which the interaction between text and reader creates meaning. 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.

LEARNING ACTIVITIES

- Reflect upon the ideas and concerns raised by texts.
- Analyse the views and values suggested by a text's inclusions and exclusions.
- Identify and comment on some of the techniques used in texts, showing how these contribute to meaning.
- Develop analytical responses to texts.

ASSESSED TASKS

- An oral presentation.
- A creative response with reflective commentary.

UNIT 2

Students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. 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. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

LEARNING ACTIVITIES

- Develop critical responses to the text by examining the patterns of language and imagery used in the text.
- Develop creative responses to the text by emulating its ideas, language style and structure.
- Analyse how features of the text contribute to meaning.
- Draw connections, contrasts and parallels between texts.
- Explore and analyse the features particular to different texts
- Make appropriate reference to textual detail to support a comparative interpretation.

ASSESSED TASKS

- A comparative analysis of two set texts.
- A close analysis of a set text.

Literature
Units 3-4

The study of Literature is based on the belief that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

UNIT 3

Students investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

LEARNING ACTIVITIES

- Analyse the construction of texts in terms of characterisation, tone, style, structure and point of view.
- Identify typical features of a range of forms of text, and evaluate their significance in the making of meaning.
- Identify and analyse the similarities and differences between the original and the adapted or transformed text.
- Identify elements of construction, context, point of view and form particular to the text, and apply understanding of these in a creative response.
- Critically reflect on how language choices and literary features from the original text are used in the adaptation.

ASSESSED TASKS

- A creative response to a set text along with a reflective commentary.
- An analysis of how the form of a text influences meaning.

UNIT 4

Students 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.

LEARNING ACTIVITIES

- Explain how a literary criticism foregrounds particular views and questions texts in particular ways.
- Compare, analyse and evaluate different perspectives of texts presented in literary criticism.
- Analyse the features of a text and make appropriate connections between them.

ASSESSED TASKS

- A written interpretation of a text using two different perspectives to inform their response.
- Two written interpretations of 2 different set text, supported by close textual analysis.

English as an Additional Language
Units 1-2

Essentially, EAL mirrors the VCE English Unit 1-2 study design, however there is a focus on developing reading and writing skills which first language learners acquire in earlier years of schooling.

EAL learners will be provided with an opportunity to develop listening skills through the selection of a series of spoken texts.

Below is an outline of the similarities and differences in the English and EAL course for Units 1-2.

UNIT 1

Unit 1	Assessment tasks for English students	Assessment tasks for EAL students
Outcome 1 Produce analytical and creative responses to texts.	• An analytical response to a text • A creative response to a text	• The same as for English students. *Additional listening and speaking tasks to assist in language development*
Outcome 2 Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.	• An analysis of the use of argument and persuasive language in text/s • A text intended to position an audience	• The same as for English students. *Additional listening and speaking tasks to assist in language development*

UNIT 2

Unit 1	Assessment tasks for English students	Assessment tasks for EAL students
Outcome 1 Compare the presentation of ideas, issues and themes in two texts.	• A comparative analytical response to set texts	• The same as for English students. *Additional listening and speaking tasks to assist in language development*
Outcome 2 Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.	• A persuasive text that presents an argument or viewpoint • An analysis of the use of argument and persuasive language in text/s	• The same as for English students. *Additional listening and speaking tasks to assist in language development*

English as an Additional Language
Unit 3

In Unit 3, Outcome 1, EAL students complete a similar course to Unit 3 English, however there is a reduction in the amount of texts studied. The text studies for EAL in Unit 3 will be part of the pair of texts studied in Unit 4.

For Outcome 2, EAL students will develop similar knowledge and skills to that of English students, however their learning and assessment tasks will differ to take into account the continual development of English reading and writing skills.

EAL students will have an additional Outcome in Unit 3 that focuses on specific speaking and listening skills.

UNIT 3

Outcome	Assessment tasks for English students	Assessment tasks for EAL students
Outcome 1 Produce an analytical interpretation of a selected text, and a creative response to a different selected text.	• An analytical interpretation of a selected text in written form. AND • A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process.	• An analytical interpretation of a selected text in written form. OR • A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process.

Outcome 2
Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
	• An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue.	• A demonstration of understanding of two to three texts that present a point of view on an issue through:
		  • short-answer responses
		  • note form summaries.
		AND
		• An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form.

Outcome 3
Comprehend a spoken text.
	• Not applicable to English students	• Comprehension of a spoken text through:
		  • short-answer responses
		  • note-form summaries.

English as an Additional Language
Unit 4

Unit 4 EAL mirrors the student design of Unit4 English. The text studied in Unit 3 will be studied again in Unit 4 as part of the pairing of texts in Outcome 1.

UNIT 4

Outcome	Assessment tasks for English students	Assessment tasks for EAL students
Outcome 1 Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.	• A detailed comparison in written form of how two selected texts present ideas, issues and themes.	• The same as for English students.
Outcome 2 Construct a sustained and reasoned point of view on an issue currently debated in the media	• A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language. AND • A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.	• The same as for English students.

Respectful Relationships

Excellence in all we do

Supportive Community

Perseverance

Enthusiasm for Learning

Co-operation

Trust

Food Studies
Units 1-2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

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.

LEARNING ACTIVITIES

In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

KEY SKILLS REQUIRED

Organisation, creativity, abilty to follow instructions carefully, practical cooking knowledge.

ASSESSED TASKS

Folio of work, written reports.

UNIT 2: Food makers

In this unit students investigate food systems in contemporary Australia.

LEARNING ACTIVITIES

Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to 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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

KEY SKILLS REQUIRED

Identify major sectors and explain current developments in the Australian food system, analyse opportunities and challenges within the Australian food service and food retailing industries and use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

ASSESSED TASKS

Folio of work, written reports.

Food Studies
Units 3-4

UNIT 3: Food in daily life

This unit investigates the many roles and everyday influences of food.

LEARNING ACTIVITIES

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: 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.

KEY SKILLS REQUIRED

Organisation, creativity, abilty to follow instructions carefully, practical cooking knowledge.

ASSESSED TASKS

Folio of work, written reports.

UNIT 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

LEARNING ACTIVITIES

Area of Study 1 focuses on issues about 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 research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

KEY SKILLS REQUIRED

Identify major sectors and explain current developments in the Australian food system, analyse opportunities and challenges within the Australian food service and food retailing industries and use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

ASSESSED TASKS

Folio of Work, written reports.

German
Units 1-2

The language to be studied and assessed is modern standard German. The German language is a pluricentric language with different national standards in Austria, Germany and Switzerland and with regional varieties across Europe. Students are required to know that different standard versions exist in written and spoken German, but they are not required to study them.

Unit 1

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed on page 11 of the VCAA VCE Study Design. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

A conversation, interview, role-play or speech; a written response to spoken and written texts; a written presentation or children's story; an end of semester examination.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

A written response to written or spoken texts; a written description, reflective article or evaluation of experiences, cultural insight or social attitudes; a personal oral response to an aspect of culture; an end of semester examination.

German
Units 3-4

The language to be studied and assessed is modern standard German. The German language is a pluricentric language with different national standards in Austria, Germany and Switzerland and with regional varieties across Europe. Students are required to know that different standard versions exist in written and spoken German, but they are not required to study them.

Unit 3

In this unit students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency..

ASSESSED TASKS

Role-play: A 3-4 minute role-play focussing on the resolution of a personal issue.

Written response: to specific questions or instructions about written, spoken and viewed texts.

Written response: 250 word personal, informative or imaginative piece of writing.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German. Students identify and reflect on cultural products or practices that provide insights into German-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts. Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: 3-4 minute interview about a cultural product or practice.. Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

Global Politics (Australian)

Units 1-2

Australian and global politics is the study of how power is gained and exercised. It explores how these ideas shape political systems and in particular the characteristics of liberalism. Students study the Australian political system and compare it to a non-democratic political system. They then explore the global community and the global actors that are a part of it. They study globalisation and the connections between those different actors. Students also get the option to choose case studies to investigate in the areas of global cooperation and global issues.

UNIT 1

IDEAS, ACTORS AND POWER

In this unit students are introduced to the key ideas relating to the exercise of political power. This unit is contemporary in focus.

LEARNING ACTIVITIES

Case study research, short answer questions, essays

KEY SKILLS REQUIRED

Analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions, close reading, and note taking and participation in class discussion.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 2

POLITICAL ACTORS AND POWER

In this area of study students explore the roles and functions of key political actors in the Australian system. Students investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system.

LEARNING ACTIVITIES

Case study research, short answer questions, essays

KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

Global Politics
Units 3-4

Unit 3: Global Actors

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

LEARNING OUTCOMES

Global actors
Who are the key actors in contemporary global politics? From where does their power stem? What impact do these actors have on global politics? What challenges do these global actors face in achieving their aims? To what degree can these global actors challenge state sovereignty?

Power in the Asia-Pacific region
What is power? Why do different ideas about national interests exist? How is power exercised by an Asia-Pacific state? What is the most effective type of power for a state to use to pursue its national interests? How effective is the state in achieving its national interests?

KEY SKILLS REQUIRED

Analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions, close reading, and note taking and participation in class discussion.

ASSESSED TASKS

- Essay
- Case Study Exercises -recording and reporting information and analysing the effect on the global community.
- Tests –application and analysis tasks delivered within a limited time frame & short answer responses
- Mid Year Examination -assessing the content of Unit 3

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship.

LEARNING OUTCOMES

Ethical issues and Debates

Do we have a responsibility to uphold human rights everywhere? What is the best way to address people movement? In what ways should development occur? Can the world be rid of weapons and, if so, will it be safer?

Global Crises
What crises does the world face today? What are the causes of particular global crises? How have global actors responded to these crises and how effective are their responses? What challenges do global actors face in achieving resolutions to these crises?

KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarizing, formal writing and synthesizing evidence to draw conclusions.

ASSESSED TASKS

- Case Study Exercises -recording and reporting information and analysing the effect on the global community.
- Tests –application and analysis tasks delivered within a limited time frame & short answer responses
- Extennded responses

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in

Health & Human Development
Units 1-2

This subject will provide students with an excellent background for a career in nursing or other health areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality.

UNIT 1

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

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations, mid year examination.

UNIT 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of year written examination.

Health & Human Development
Units 3-4

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education – kindergarten and early childhood, childcare.

UNIT 3

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

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills.

ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests.

UNIT 4

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

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills.

ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests.

Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

History: Modern World History
Units 1-2

Modern World History investigates the social, political, economic and cultural changes in the 20th century, touching on the later part of the 19th century, and the first decade of the 21st century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the conditions and developments that have defined the modern world. These units provide the skills required for Unit 3 and 4 History subjects

UNIT 1 - Change and Conflict

Unit 1 focuses on the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the contrasting decades of the 1920s and 1930s; the emergence of ideologies and conflict; and the causes of World War Two. Unit 1 also explores the changes in social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students will learn to think like historians enabling them to critically analyse and explain the development of crises and conflict and evaluate the validity of different historical perspectives

LEARNING ACTIVITIES

Exploration and analysis of written and visual sources, oral presentations, discussion and debates, internet/research investigations, group activities, written tasks, documentaries and film to support learning.

KEY SKILLS REQUIRED

Reading, group and class discussions, essay writing, note-taking, research and ICT activities, use of historical concepts, analysis of historical sources and historians' interpretations.

ASSESSED TASKS

Assessed tasks will include a selection of a historical inquiry, essays, evaluation of historical sources (both historical perspectives and interpretations), short-answer questions, extended responses, a multimedia presentation, and an end of semester exam

UNIT 2 - The Changing World Order

Unit 2 focuses on how, although there were initial efforts made to avoid warfare after World War 2, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism, and proxy wars between nations. Unit 2 also explores the rise of social movements, such as the Civil Rights and Anti-Apartheid Movements, that challenged existing values and traditions and the established social and political power structures within nations. Students focus on the causes and consequences of key events and movements, and the consequences for nations and people in the period 1945–2010.

LEARNING ACTIVITIES

Exploration and analysis of written and visual sources, oral presentations, discussion and debates, internet/research investigations, group activities, written tasks, documentaries and film to support learning.

KEY SKILLS REQUIRED

Reading, group and class discussions, essay writing, note-taking, research and ICT activities, use of historical concepts, analysis of historical sources and historians' interpretations.

ASSESSED TASKS

Assessed tasks will include a selection of a historical inquiry, essays, evaluation of historical sources (both historical perspectives and interpretations), short-answer questions, extended responses, a multimedia presentation, and an end of semester exam

History: Revolutions
Units 3-4

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

UNIT 3

Students will study the following Revolution.

- The Russian Revolution (1896-1927)

Students will examine the role and significance of ideas, leaders, popular movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted. A second revolution will be explored in Unit 4.

LEARNING ACTIVITIES

Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and analysis of secondary sources

KEY SKILLS REQUIRED

Reading, group and class discussions, formal writing, note taking and ICT activities.

ASSESSED TASKS

Analysis of visual and/or written documents and an historical inquiry.

UNIT 4

Students will examine either:

- The Chinese Revolution (1898-1976)

LEARNING ACTIVITIES

Group tasks, analysis of propaganda posters, documentaries and research activities, historiography exercises and essay writing.

KEY SKILLS REQUIRED

Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historical interpretations..

ASSESSED TASKS

An evaluation of historical interpretations, an essay and an end of year written examination..

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 2 hour written examination in November (50%).

Indonesian
Units 1-2

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 on 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 in personal identity.

UNIT 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency..

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal ac- count or short story, oral examination and an end of semester written examination.

Indonesian
Units 3-4

The study of Indonesian develops students' ability to understand and use this language which is widely spoken in Indonesia, Malaysia, Singapore and parts of Thailand and the Philippines. Indonesia is the fourth most populous nation in the world, hence making Indonesian as one of the most widely spoken languages in the world. It provides students with a direct means of access to the rich and amazing culture of the many communities around the world for whom Indonesian is a major means of communication.

UNIT 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills.

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

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency..

ASSESSED TASKS

Essay: 250 word personal or imaginative written piece

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

Role-play: A three to four minute role-play focusing on the resolution of an issue.

UNIT 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, viewing and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts, 250 words.

Essay: A 300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied. Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

Legal Studies
Units 1 & 2

Students who undertake VCE Legal Studies will have the opportunity to examine the institutions and principles which are essential to Australia's legal system in everyday life. Students will also develop an understanding of the rule of law and it's connection to people in society, law-makers, key legal institutions, the protection of human rights in Australia, and the justice system.

UNIT 1: Guilt and Liability

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

LEARNING ACTIVITIES

Study of legislation and relevant cases, role plays, group tasks and analysis/evaluation of modern and historical law in Australia.

ASSESSED TASKS

The student's performance on each outcome will be assessed using one or more of the following: a case study, structured questions, an essay, a report in written format, a report in multimedia format or a folio of exercises. An exam is delivered

- Cases Studies
- Chapter Tests
- Law in Society Essay
- Crimes, sanction and defences test
- Our court system test
- End of Unit Examination

at the end of each Unit.

UNIT 2: Sanctions, Remidies & Rights

In Unit 2, students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

LEARNING OUTCOMES

- Civil disputes –explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
- Civil law in action –evaluation of the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
- The law in focus –examination of one or more areas of law.

KEY SKILLS

Students should have an interest in and awareness of current legal issues and a willingness to unpack recent and relevant cases and laws during classroom discussion. Students will move towards employing high level thinking and analysis skills. Students will argue their points and apply their knowledge of the law to legal cases. Writing skills will also be developed with a specific focus on writing under a legal framework.

ASSESSED TASKS

- Report –a report evaluating an aspect of civil law and justice.
- Structured Assignment –a variety of questions which allows students to apply the principles of civil law to one or more cases.
- Visual Display and Report –research task on the role of the jury or alternative methods of dispute resolution and the capacity of these processes to achieve justice.
- Case Studies/Analytical Exercises –variety of questions which allow students to develop their skills and knowledge.

Legal Studies
Units 3 & 4

It is imperative that students who select this subject are aware that in order to be successful in Legal Studies they must be extremely motivated, have the ability to self regulate, be well organised and understand that the course is a language intensive subject with a heavy focus on applying content knowledge.

UNIT 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

LEARNING OUTCOMES

Study of legislation and relevant cases, role plays, group tasks and analysis/evaluation of modern and historical law in Australia.

ASSESSED TASKS

The student's performance on each outcome will be assessed using one or more of the following: a case study, structured questions, an essay, a report in written format, a report in multimedia format or a folio of exercises.

UNIT 4: People and the Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

LEARNING OUTCOMES

- Criminal cases and civil disputes –describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
- Court processes and procedures –explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

KEY SKILLS REQUIRED

Students should be highly motivated, well organised and able to manage their time effectively.

During the year students will continue to develop their legal writing skills and awareness of current legal issues. Students are expected to apply legal reasoning to actual or hypothetical scenarios and will discuss to what extent, evaluate, synthesis and justify their reasoning using legal principles and key legal terminology.

ASSESSED TASKS

OVERALL VCAA ASSESSMENT BREAKDOWN

- Report –a report evaluating the effectiveness of institutions for the resolution of civil disputes.
- Structured Questions –a variety of questions which allows students to explain the elements of an effective legal system.
- Case Studies/Analytical Exercises –variety of questions which allow students to develop their skills and knowledge.
- Tests –extended response questions evaluating material relating to the unit.

The overall study score will consist of the following assessments:

- School Assessed Coursework - Unit 3 (25%)
- School Assessed Coursework - Unit 4 (25%)
- Final Examination - 2 hour written exam in November with content from both Units 3 & 4 (50%)

Mathematics Overview

WHAT IS VCE MATHEMATICS ABOUT?

Mathematics is the study of patterns in number and space. It provides us with a means of symbolic communication that is powerful, logical, concise and unambiguous. Mathematics is a means by which people can understand and manage their environment. In VCE Mathematics, students have access to worthwhile and challenging mathematical learning activities. Students learn, practice and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and most utilise sophisticated graphic calculators. Heathmont College offers a range of Mathematics courses to suit different abilities and all career paths.

Students should carefully read the course descriptions and the possible pathways on the next few pages and discuss these with their current Mathematics teacher, Careers counsellor and parents. They should consider their past performance in Mathematics subjects and the level of Mathematics they studied at Year 10. A possible career path is important to consider as many tertiary colleges have requirements for certain Mathematics units to be studied. Students should be careful not to select the minimum level of prerequisite as decisions about their future career pathway may change over time. VCE Mathematics units may also be used for credit transfer for some TAFE courses.

WHICH MATHS STUDIES SHOULD STUDENTS CHOOSE?

SELECTING UNITS 1-2

Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2

To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 level. This path opens up all Units 3 and 4 Mathematics courses and therefore satisfies any tertiary entrance requirement for Mathematics. Studying Mathematical Methods with Specialist Mathematics allows coverage of all material to a greater depth which promotes better understanding. The Specialist Mathematics Units 1 and 2 also introduces topics that are needed for Specialist Mathematics Units 3 and 4.

Pathway 2: Mathematical Methods *

It is possible to do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4. It is not, however, a recommended pathway for a sound background in these subjects. Students wishing to study Mathematical Methods Units 1 and 2 must discuss their choice carefully with their Year 10 Mathematics teacher or the VCE Leader.

* For this combination of units students will need to undertake some supplementary study (determined by school) with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4).

Pathway 3: General Mathematics

If students do not have a strong background in Mathematics but wish to study some Mathematics for career requirements, then this is the appropriate Study. It can lead onto Further Mathematics.

Pathway 4: Foundation Mathematics

Students who find Maths challenging, and do not intend to study Maths in Year 12, may choose Foundation Maths. This Study develops students' mathematical skills and may support their VET studies. This Study does not have a pathway to Year 12 Maths Studies.

SELECTING YOUR UNITS 3-4

Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open even at this stage.

Students may choose:

Further Mathematics Units 3 and 4

This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical abilities who require one or more Mathematics subjects.

Mathematical Methods Units 3 and 4

This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Mathematics with this choice.

Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4

This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

Specialist Mathematics Units 3 and 4 with Mathematical Methods Units 3 and 4

Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps students understand the 'Methods' course by giving them more practice in similar concepts.

Mathematics: Foundation
Units 1-2

This subject is intended to provide support for students who need mathematical skills in other VCE subjects including VET and who do not intend undertaking Units 3 and 4 Mathematics. It does not provide a pathway for any Unit 3 and 4 studies in Mathematics. Effective use of technology in practical situations will be encouraged.

UNIT 1

This subject studies everyday Mathematics. Topics are designed to raise awareness of mathematics in everyday lives and it is ideal for those who do not intend studying Mathematics at Unit 3 and 4 level.

LEARNING ACTIVITIES

Practice exercises and practical activities which include; surveys, modelling and research, preparing reports/ presentations.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

UNIT 2

This unit continues the theme of practical, everyday Mathematics and it develops skills in budgeting, personal finance, map reading and navigation.

LEARNING ACTIVITIES

Individual projects involving the local community and a range of practice exercises.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

Mathematics: General
Units 1-2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at the Unit 3 and 4 level. This subject provides a pathway for students that require mathematics as entry for future study and career paths.

Students in this course must have an approved CAS calculator.

UNIT 1

Students will study Computation and Practical Arithmetic, Investigating and Comparing Data Distributions, Linear Relations and Equations, Linear Graphs and Modelling, and Matrices.

LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, an application task and an end of semester written examination.

UNIT 2

Students will study Investigating relationships between two numerical variables, Number Patterns & Recursion, Shape and Measurement, Applications of Trigonometry.

LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, an application task and an end of semester written examination.

Mathematics Methods
Units 1-2

Students taking this subject should have a good mathematical background and have achieved strong results in Year 10 Mathematics. Mathematical Methods and Specialist Mathematics taken together form the best possible preparation for the study of Mathematical Methods Units 3 and 4.

Students in this course must have an approved CAS calculator.

UNIT 1

Students will study simple algebraic functions in relation to the following areas of study: Functions and Graphs, Algebra, Rates of Change, and Probability and Counting Methods. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, online revision activities, tests and an application task.

KEY SKILLS REQUIRED

Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.

Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and a mid-year examination.

UNIT 2

In this unit, students will focus on the following areas of study: circular, exponential and logarithmic functions and graphs, algebra, Differentiation and Integration, Probability and Statistics. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED

Well-developed mathematical skills and understanding, graphing calculator (CAS) technology.

Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and two end of semester written examinations.

Mathematics Methods
Units 3-4

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in General Mathematics and Mathematical Methods Units 1 and 2, or alternatively, in Mathematical Methods Units 1 and 2 when only one subject of Mathematics was undertaken.

UNIT 3

The focus of this unit will be a selection of content that would typically include Functions and Graphs, Algebra and applications of derivatives and differentiation. This also includes identifying and analysing key features of functions and their graphs with Calculus as a focal point. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, revision activities and application task.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests and application task.

UNIT 4

Students will continue to study Algebra and Functions and Graphs as well as Calculus including anti-differentiation, integration, the relationship between integration and the area of regions specied by lines or curves with a focus on real world applications of Calculus. Students will also study random variables and discrete and continuous probability distributions and the distribution of sample proportions. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge

ASSESSED TASKS

Two analysis tasks and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1-hour written Examination 1 (technology free) in

November (22%), 2-hour written Examination 2 (technology active) in November (44%).

Mathematics: Specialist
Units 1-2

All students who study Specialist Units 1 and 2 must also study Mathematical Methods Units 1 and 2. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4.

Students in this course must have an approved CAS calculator.

UNIT 1

Students study techniques in the simplification and solution of a range of algebraic expressions and equations, graphing techniques, matrices and transformations of linear and non-linear relations and complex numbers. Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities, application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and a mid-year written examination.

UNIT 2

Students extend their knowledge of geometry, apply their understanding from Unit 1 to develop techniques in working with vectors, kinematics and explore simulation and sampling techniques in statistics.

Students use CAS calculators to explore skills and concepts as well as practising skills without using technology.

LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations.

Mathematics: Specialist
Units 3-4

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world. Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 is highly recommended to undertake Specialist Mathematics Units 3 and 4.

UNIT 3

Students will study vectors, complex numbers, coordinate geometry, trigonometry and calculus.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Year 11 Advanced General Mathematics and Maths Methods CAS is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS

Two school assessed analysis tasks.

UNIT 4

Students will study calculus techniques and applications, particularly integral calculus. This leads to the study of the mathematics of movement and motion, with topics include differential equations, kinematics, vector calculus, statics and dynamics. The study of probability and statistics includes statistical inference related to the definition and distribution sample means, simulations and confidence intervals.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire graphing calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics Units 1 and 2 and Maths Methods Units 1 and 2 is assumed. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology.

ASSESSED TASKS

Application SAC, topic test SACs and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written examination (technology free) in November

(22%), and 2 hours written examination (technology active) in November (44%).

Mathematics: Further
Units 3-4

Further Mathematics can be taken on its own or with Mathematics Methods Units 3 and 4. Students undertaking Further Mathematics should have successfully completed either Specialist, General Mathematics or Mathematical Methods Units 1 and 2. Students in this course must have an approved CAS calculator.

Note: Foundation Mathematics does not provide a basis for undertaking Further Mathematics.

UNIT 3

In this unit students will study Data Analysis including describing and summarising data, investigate associations between variable, data transformations and modelling time series. Students will also study Recursion and Financial Modelling including modelling growth and decay using recursion and modelling and analysing reducing balance loans and annuities. Students use CAS calculators to explore skills and concepts.

LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, analysis task, application task.

UNIT 4

In this unit students will study a module on Geometry and Measurement including applications of geometry and trigonometry, and spherical geometry and a module on Matrices. Students use CAS calculators to explore skills and concepts.

LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, analysis task, application task. Students will also complete two end of year examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 ½ hour written Examination 1 in November (33%), 1 ½ hour written Examination 2 in November (33%).

Media
Units 1-2

In Units 1 and 2, you will study all forms of modern media, from the impact of social media, to the study of how film, television, photography, print and online media create representations through which 'stories' are told and meanings created. Media graduates are highly sought after. Pathways may include careers in Film-Making, Journalism, Television, Photography, Print Media, Strategic Marketing, and/or Production Roles involving lighting, camera, sound and editing. Past Heathmont College Media students have gone on to secure work within the film and television industry, print media, radio and photography.

UNIT 1: Media Forms, Representations and Australian Stories

Students will 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.

LEARNING ACTIVITIES

Students will analyse representations in selected on-line, television or film texts, and use a range of media technologies to create their own media representations.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Test SAC and/or class presentation, individual media production and an end of semester written examination.

UNIT 2: Narrative across media forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students examine a range of media forms and the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

LEARNING ACTIVITIES

Students will learn about the media production process and how media has changed The creative stages of conceptualisation, development, pre-production, production and post-production/exhibition stages will be explored and a media production created.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Collaborative media production, test SAC and/or class presentation and an end of semester written examination.

Media
Units 3-4

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

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

UNIT 3: Media Narratives and pre-production

Students use the pre-production process to design a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

LEARNING ACTIVITIES

Viewing then analysing two fictional narrative films; designing and completing two short production exercises in a range of media formats and completing a design plan for a major media production.

KEY SKILLS REQUIRED

Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS

A test SAC based on Narrative and Ideology.

UNIT 4: Media production and issues in the media

Students focus on the production and post production stages of the media process, bringing the 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 also dive deep into the world of the Media and analyse the changing culture around Agnecy and Control by looking at case studies that are relevant to what is happening in the world at the time.

LEARNING ACTIVITIES

The completion of a Media Production SAT; the analysis of a film and other media texts focusing on the social, political and cultural discourses that may have existed at the time; an investigation of the debate surrounding the claim that media can influence our behaviour.

KEY SKILLS REQUIRED

Analysis and research skills, media production skills, time management skills and creative ability.

ASSESSED TASKS

A production SAT; a test SAC and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (18%), School Assessed Task (37%), and 2 hour written examination in November (45%).

Music Performance
Units 1-2

This study is heavily focused on solo and group rehearsal and performance. Other areas of this study are designed to enhance musicianship. There is a balance of class work including theory, research, creative work, aural comprehension and practical performance work. Participation in a number of weekly group or solo rehearsals is a compulsory component of the course. Students undertaking Units 1 and 2 Music are enrolled into weekly instrumental lessons and ensemble rehearsals with our expert Instrumental Teachers to assist them to develop their technical and performance skills. Students will be required to perform regularly, some of these performances will occur outside of normal school hours. Previous music tuition or studies are strongly encouraged.

UNIT 1

Students develop performance skills, knowledge of music theory and a critical understanding of works being studied. Students develop their listening, aural, theoretical and analytical musicianship skills, and apply this knowledge when preparing and presenting performances.

LEARNING ACTIVITIES

Weekly theory activities, aural work and individual instrumental lessons; analyses of a variety of compositions, rehearsals and performances, as well as a daily practice of technical exercises and skills, as directed and negotiated by the classroom and instrumental teachers.

KEY SKILLS REQUIRED

Analysis and research skills, creative ability and time management. Experience rehearsing, practicing and performing on an instrument is beneficial.

ASSESSED TASKS

Theory and aural examinations, group participation, assessed performance exams; completion of a record of techniques, exercises and rehearsal practices.

UNIT 2

Students develop performance skills, knowledge of music theory and a critical understanding of works being studied. Students develop their listening, aural, theoretical and analytical musicianship skills, and apply this knowledge when preparing and presenting performances.

LEARNING ACTIVITIES

Weekly theory activities, aural work and individual instrumental lessons; short compositions and improvisations, analysis of works and performances, groups and solo rehearsals, performances, as well as a daily practice of technical skills, exercises and a program of works.

KEY SKILLS REQUIRED

Basic note reading skills, school performance experience, some music theory, developed technical skills on an instrument.

ASSESSED TASKS

Theory and aural examinations, group participation, assessed performance exams; completion of a record of techniques, exercises and rehearsal practices. Students create a simple composition based on the analysis of their program works.

Music Performance
Units 3-4

This subject is for students who are interested in music performance. Participation in weekly instrumental lessons and ensemble rehearsals are a compulsory component. A significant number of rehearsals and performances will take place outside of class time. It is recommended that students have studied Units 1 and 2 Music Performance and have satisfactorily completed both units of Music Performance prior to studying Units 3 and 4. Students must have an Instrumental Music Teacher in order to complete these units. The school allocates teachers for students studying some instruments but not all. If the school cannot supply an Instrumental Music Teacher the student is responsible for engaging a teacher.

UNIT 3

Students choose to undertake a stream in either Solo Performance or Group Performance, specialising on one instrument, developing a program of works selected from a prescribed list.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

Intermediate to advanced instrumental skills, developing understanding of Western music theory, aural and listening skills, as well as, time management, analysis, research and critical reflection skills.

ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets. School assessed coursework (20%).

UNIT 4

Students will mainly focus on either solo or ensemble performance as commenced in Unit 3.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of technical skills and exercises and a program of works.

KEY SKILLS REQUIRED

Intermediate to advanced instrumental skills, developing understanding of Western music theory, aural and listening skills, as well as, time management, analysis, research and critical reflection skills.

ASSESSED TASKS

Performance assessment of solo/group works, scales, exercises and unprepared performance. Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

End of year performance and written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (30%), A group or solo performance of variable length, in front of a panel.

(50%), End of year theory and aural exam (20%).

Outdoor & Environmental Studies
Units 1-2

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 1

This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

LEARNING ACTIVITIES

Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

UNIT 2

This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

LEARNING ACTIVITIES

Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.

Outdoor & Environmental Studies
Units 3-4

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. The subject is 70% theory and 30% practical.

UNIT 3

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

LEARNING ACTIVITIES

Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses and tests.

UNIT 4

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

LEARNING ACTIVITIES

Reflective journal of outdoor experiences, written reports, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis and application of information.

ASSESSED TASKS

Reflective journal of outdoor experiences, test, case study, written report, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%),

2 hour written examination in November (50%).

Physical Education
Units 1-2

This subject introduces students to an understanding of physical activity involving the relationship between body systems, analysis of factors that influence physical performance and involvement in physical activity. This subject is 60% theory and 40% practical work.

UNIT 1

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

LEARNING ACTIVITIES

Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Practical laboratory reports, written reports, tests, case study analysis and a mid-year examination.

UNIT 2

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

LEARNING ACTIVITIES

Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.

Physical Education
Units 3-4

This subject introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to the National Physical Activity Guidelines and apply the social-ecological model to a range of physical activities. Students study physical fitness, the definitions, components and the relationship to energy systems and recognise how fitness components are used in various sports. This subject is 60% is theory and 40% practical.

UNIT 3

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

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report and tests.

UNIT 4

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

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report, tests and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), a 2 hour written examination in November (50%).

Physics
Units 1-2

In Physics, students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, that of the entire universe. The focus is on being able to understand and meaningfully describe the physical world. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in analysis.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 1

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students probe common analogies used to explain electricity and consider the origins and formation of matter. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

LEARNING ACTIVITIES

Discussions, demonstrations, practical activities, text questions and interactive software.

KEY SKILLS REQUIRED

Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Comply with safety and ethical guidelines, Conduct investigations to collect and record data, Analyse and evaluate data, methods and scientific models.

ASSESSED TASKS

Selected from data analysis, media analysis/response and a test (short answer and extended response) and an end-of-semester examination.

UNIT 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. One of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, and sound and sports science is chosen.

LEARNING ACTIVITIES

Discussions, demonstrations, practical activities, text questions and interactive software.

KEY SKILLS REQUIRED

Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Comply with safety and ethical guidelines, Conduct investigations to collect and record data, Analyse and evaluate data, methods and scientific models.

ASSESSED TASKS

Selected from data analysis, media analysis/response, a test (short answer and extended response), a structured scientific poster according to VCAA template and an end-of-semester examination.

Physics
Units 3-4

Students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, the entire universe. Students learn through experimenting, observing, debating and developing theoretical models that describe the phenomena we see. The study of Physics underpins much of the technology found in areas such as commerce, communications, engineering and industry.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3

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

LEARNING ACTIVITIES

Discussions, demonstrations, practical activities, text questions and interactive software.

KEY SKILLS REQUIRED

Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Comply with safety and ethical guidelines, Conduct investigations to collect and record data, Analyse and evaluate data, methods and scientific models.

ASSESSED TASKS

Selected from data analysis, media analysis/response and a test (short answer and extended response).

UNIT 4

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective

LEARNING ACTIVITIES

Discussions, demonstrations, practical activities, text questions and interactive software.

KEY SKILLS REQUIRED

Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Comply with safety and ethical guidelines, Conduct investigations to collect and record data, Analyse and evaluate data, methods and scientific models.

ASSESSED TASKS

Selected from data analysis, media analysis/response, a test (short answer and extended response) and a structured scientific poster according to VCAA template.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 2 ½ hour written examination in November (60%).

School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 19 per cent to the study score.

Psychology
Units 1-2

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

UNIT 1

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

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information and complying with safety and ethical guidelines.

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

UNIT 2

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. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information and complying with safety and ethical guidelines. .

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

Psychology
Units 3-4

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods students will be able to develop skills in analytical and critical thinking.

UNIT 3

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment.

UNIT 4

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

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, collaborative work projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS

The assessment tasks can range from annotated visual displays, tests, analysis of and write up of research, written report on an experiment and end of semester written examination.

VCAA ASSESSMENT –The overall Study Score will consist of:

School Assessed Coursework (40%) and 2 ½ hour written examination in November (60%).

Studio Arts
Units 1-2

Studio Arts is about the development and use of specialist skills in the production of artworks. Students explore varied materials and techniques to create artwork. Artists from different historical and cultural contexts are studied and students learn about the arts industry, how artworks are conserved and how they are prepared and presented for display.

UNIT 1

Unit 1 focuses on researching and recording ideas to develop students' own studio practice in a variety of teacher led artforms as well as interpreting art ideas and the use of materials and techniques of artists from different historical times and cultures

LEARNING ACTIVITIES

Development of a folio of artworks, written tasks that show how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks, analysis of artworks focusing on the use of materials, techniques and influences.

KEY SKILLS REQUIRED

Generating ideas, using visual references, exploring techniques, practical skills and materials related to the chosen art form, research and analysis and reflection on own artworks.

ASSESSED TASKS

- SAT- Visual Diary and Folio of artworks
- Written SAC
- Exam

UNIT 2

Unit 2 focuses on developing students' ability to explore their own studio practices for the development of selected artworks in their chosen artform. Students continue to research ideas and styles in artworks in order to inform their own practice.

LEARNING ACTIVITIES

Development of a folio of final artworks, a visual diary with idea development, sources of inspiration, exploration of materials and techniques in the production of artworks as well as written tasks that explore ideas and styles in artwork plus analysis of artworks focusing on the use of materials, techniques and influences.

KEY SKILLS REQUIRED

Use of materials and techniques related to the chosen art form, research of artists and analysis of artwork focusing on materials and techniques, aesthetic qualities and ideas.

ASSESSED TASKS

- SAT- Visual Diary and Folio of artworks
- Written SAC
- Exam

Studio Arts
Units 3-4

Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 66% studio production and 34% theory.

UNIT 3

Unit 3 continues to build a wider understanding of artists and their studio practices. Students develop a personal folio, exploring topics of interest and different ways of expressing these ideas through art making. Students have chosen themes such as man verses machine, self -portraits and the day in the life of ... (a personal visual diary.) Students discuss how they intend to develop these ideas in a visual format through written exploration proposal.

LEARNING ACTIVITIES

Development of a visual diary with idea development, sources of inspiration, exploration of materials and techniques in the production of potential directions as well as written tasks that develop an understanding of artists and their studio practices plus analysis of artworks focusing on the use of materials, techniques and influences.

KEY SKILLS REQUIRED

Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and styles.

ASSESSED TASKS

- SAT- Visual Diary and Folio of artworks
- Written SAC
- Exam

UNIT 4

Unit 4 focuses on art industry contexts, where gallery visits are made to develop a wider understanding of exhibiting art within a gallery space. Students also develop their theme into artworks. A folio of artworks are created and displayed where students explore the subtleties of these techniques to make the artworks.

LEARNING ACTIVITIES

Selecting potential directions for the completion of a cohesive folio of finished artworks; reflection and documentation on the completion of the folio; written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art

KEY SKILLS REQUIRED

Practical skills in the chosen medium, analytical skills and terminology knowledge.

ASSESSED TASKS

- SAT- Visual Diary and Folio of artworks
- Written SAC
- Exam

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Task Unit 3 (30%), School Assessed Coursework Unit 3 (5%) School Assessed Task Unit 4 (30%), School Assessed Coursework (5%), 1 ½ hour written examination in November (30%).

Visual Communication & Design
Units 1-2

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems.

Visual Communication and Design has a career focus directed towards Communication Design (graphic design, digital and web design, advertising, book illustration, typographic design, package design, logo design and brand identity), Environmental (architectural design, interior design, landscape design, set design and exhibition design) and Industrial Design (product design and furniture design).

UNIT 1

Unit 1 focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED

Manual and/or digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors, and an end of semester written examination.

UNIT 2

Unit 2 focuses on the application of design knowledge, design thinking skills and technical drawing methods to meet specific purposes in the design fields. Students learn how typography is used in communication and how technical drawing systems are used in enviornmental design.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, digital presentations, model making and the application of the design process from design brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two and three dimensional methods; techniques to create final presentations using computer programs; use of type and imagery and the design process to complete creative visual communications.

ASSESSED TASKS

Practical folio including tasks based on Environmental, Industrial or Communication Design, including final presentations using type, imagery and technical drawing methods and an end of Semester written exam.

Example of projects:

- Isometric object redesign
- Propaganda inspired poster
- Kitchen floor plan
- Typography creation

Visual Communication Design
Units 3-4

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process of professional design and will use and create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisites subjects for specific career pathways.

UNIT 3

Unit 3 focuses on the understanding of the process designers employ to structure their thinking and communicate ideas with clients, designers and specialists and gain insight into how designers create effective visual communications. Students establish a brief and start exploring two distinctly different needs of their client.

LEARNING ACTIVITIES

Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications within the design industry and a design brief.

KEY SKILLS REQUIRED

Analysis; understanding of the design industry and design brief, freehand and digital drawing.

ASSESSED TASKS

Visualisation, development drawings and final presentations from different design fields. A design brief, research and generation of ideas and written reports.

UNIT 4

Unit 4 focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students utilise a range of digital and manual two and three-dimensional methods, media and materials.

LEARNING ACTIVITIES

Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations.

KEY SKILLS REQUIRED

Understanding of the design process, design thinking techniques, manual and digital methods, and trialling media and materials using a range of design elements and principles.

ASSESSED TASKS

A folio containing concepts, refinement and the production of final visual communication presentations, evaluation and delivery of final presentations and an end of year examination.

Example of projects:

- Logo design
- Stationary object design
- Restaurant brand identity
- Architectural design

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), Unit 3 & 4 School Assessed Task (40%), written examination in November (35%).

VCAL: Literacy

Purpose

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

Literacy Skills Reading and Writing Unit

Literacy Skills Oral Communication Unit

The Oral Communication Unit focuses on enabling learners to use and respond to spoken language including some unfamiliar material within a variety of contexts. Each unit has a nominal duration of 100 hours

LEARNING OUTCOMES

Each Reading and Writing Unit has eight learning outcomes, four relate to reading and four to writing.

VCAL: Numeracy

Purpose:

The purpose of this Numeracy Unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Numeracy and mathematics is used in all these social contexts.

ORGANISING FRAMEWORK

The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

- **Numeracy for Personal Organisation:** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for Interpreting Society relates:** to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
- **Numeracy for Practical Purposes**: addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.
- **Numeracy for Knowledge:** is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions

Each unit has a nominal duration of 100 hours.

VCAL: Personal Development Skills

Purpose

The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self esteem
- valuing civic participation in a democratic society.

RATIONALE

The PDS units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community. The units enable students to develop personal development skills through participation in locally developed curriculum. The locally developed programs must be consistent with purpose statement of the PDS strand and enable the achievement of the PDS unit learning outcomes.

GAINING CREDITS TOWARDS THE AWARD OF THE VCAL

A student's VCAL program must contain curriculum components to the value of ten credits, six of these must be at the award level or above, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

PERSONAL DEVELOPMENT SKILLS UNITS

Two PDS units exist in each level.

In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Personal development (self)
- Health and wellbeing
- Education

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

LEARNING OUTCOMES

There are five learning outcomes in each unit.

Each PDS unit has a nominal duration of 100 hours – 1 credit.

VCAL: Work Related Skills

Purpose:

The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

AIMS

The Work Related Skills units are designed to:

- integrate learning about work skills with
- prior knowledge and experiences enhance the development of employability skills through work related contexts.
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

EMPLOYABILITY SKILLS

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy.

The key employability skills include:

- communication
- team work
- problem solving
- initiative & Enterprise
- planning & organising
- learning
- self-management
- technology

LEARNING OUTCOMES

There are between 6-8 learning outcomes in each WRS unit.

Each WRS unit has a nominal duration of 100 hours – 1 credit.

HEATHMONT COLLEGE

Respectful Relationships

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