UNIT 1 / UNIT 2
SUBJECT DESCRIPTIONS - 2014

- Accounting
- Australian and Global Politics
- Biology
- Business Management
- Chemistry
- Classical Studies
- Drama
- Economics
- English / English as an Additional Language
- English Language
- Foods & Technology
- Geography
- Health & Human Development
- History (20th Century)
- Information Technology
- Languages (French)
- Languages (German)
- Languages (Indonesian)
- Legal Studies
- Literature
- Mathematics Advice
- Mathematics : General Mathematics F
- Mathematics : General Mathematics S
- Mathematics : Mathematical Methods
- Music Performance
- Music Style and Composition
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design & Technology - Textiles
- Product Design & Technology - Wood, Metal, Plastics
- Psychology
- Studio Arts
- Theatre Studies
- Visual Communication Design
- Vocational Education & Training (VET)
- VCE VET Programs Summary 2014

PLEASE NOTE: At the time this document was prepared, the information included was accurate. However, VCE studies undergo periodic reaccreditation which may result in changes to the content and assessment for some units of study.
UNIT 1
ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

AREAS OF STUDY
1. Going into business
2. Recording and reporting accounting data and information.
3. Financial decision making

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.

Outcome 2
Identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

Outcome 3
Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

ASSESSMENT
The award of satisfactory completion for this unit is based on a selection of assessment tasks including
- Folio of exercises (manual and ICT)
- Assignments
- Case Studies
- Classroom Presentations
- Tests

UNIT 2
ACCOUNTING FOR A TRADING BUSINESS

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

AREAS OF STUDY
1. Recording and reporting accounting data and information
2. ICT in accounting
3. Evaluation of business performance

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Record and report financial data and information for a sole trader.

Outcome 2
Record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.

Outcome 3
Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

ASSESSMENT
The award of satisfactory completion for this unit is based on a selection of assessment tasks including
- Folio of class exercises (manual and ICT)
- Exercises on accounting computer software package
- Case Studies
- Assignments
- Classroom Presentations
- Tests
AUSTRALIAN & GLOBAL POLITICS

UNIT 1
THE NATIONAL CITIZEN

This unit introduces students to the study of politics as the exercise of power by individuals, groups and nation-states.

AREAS OF STUDY

1. Power, politics and democracy
   This area of study focuses on the nature and purpose of politics in Australia. Students investigate political power in both formal and non-formal contexts. They explore how power is gained, exercised and challenged.

2. Exercising and challenging power
   In this area of study students consider how and why people, both as individuals and in groups, become involved in politics. Students are introduced to a range of political ideologies and movements.

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Demonstrate an understanding of power and influence. Show an understanding of democratic principles and the characteristics of Australian democracy.

Outcome 2
Demonstrate an awareness of the motivations for political involvement. Show an understanding of a range of political ideologies and movements.

ASSESSMENT
The award of satisfactory completion for this unit is based on a selection of assessment tasks that may include:
- Tests
- Essay/s
- Analysis of sources

UNIT 2
THE GLOBAL CITIZEN

This unit focuses on the contemporary international community.

AREAS OF STUDY

1. Global threads
   In this area of study students investigate the way twenty-first century citizens interact with the world. Students investigate the role of international non-government organizations (NGOs) such as Wikileaks or social threads such as Facebook and Twitter.

2. Global cooperation and conflict
   This area of study focuses on the nature of the international community. Students will study examples of global cooperation and global conflict.

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Demonstrate an understanding of the ways in which the lives of citizens in the twenty-first century are interconnected as ‘global citizens’.

Outcome 2
Describe and analyse the international communities ability to manage cooperation and conflict.

ASSESSMENT
The award of satisfactory completion for this unit is based on a selection of assessment tasks that may include:
- Tests
- Analysis of sources
- Essay/s
- Case Study
UNIT 1
UNITY AND DIVERSITY

In this unit students study the activities of cells and their structure and function at microscopic levels. The transport of materials across plasma membranes is also investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied. Students are required to conduct practical investigations, including elements of their own design, to assist them develop knowledge and understanding and to illustrate concepts.

AREAS OF STUDY
1. Cells in Action
2. Functioning Organisms

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement in two outcomes. As a set these outcomes encompass both areas of study for the unit. On completion of this unit the student should be able to:

Outcome 1
Design, conduct and report on a practical investigation related to cellular structure, organization and processes.

Outcome 2
Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

ASSESSMENT
Demonstration of achievement of Outcomes 1 and 2 must be made on the student’s performance on a selection of assessment tasks, which may include:

- practical activities
- questions and problems
- tests
- presentation of practical reports in non-text formats such as poster, multimedia
- oral presentation
- end of unit examination

ENTRY
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 2
ORGANISMS & THEIR ENVIRONMENT

In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals. Components, relationships and energy flows within ecosystems are studied. Techniques used to monitor environmental change and maintain ecosystems are investigated. Students are required to conduct fieldwork.

AREAS OF STUDY
1. Adaptations of Organisms
2. Dynamic Ecosystems

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement in two outcomes. As a set these outcomes encompass both areas of study for the unit. On completion of this unit the student should be able to:

Outcome 1
Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.

Outcome 2
Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

ASSESSMENT
Demonstration of achievement of Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks which may include:

- practical activities
- questions and problems
- tests
- presentation of structured written reports of field trips
- oral presentations
- presentation of practical reports in non-text formats such as poster, multimedia
- end of unit examination
## BUSINESS MANAGEMENT

### UNIT 1  
**SMALL BUSINESS MANAGEMENT**

We come into contact with small businesses almost every day of our lives and studying Small Business Management will give you an insight as to how these organisations are successfully managed. This unit examines how new firms are started, the business idea, legal aspects of running a business, advertising, the ideal location, resourcing the business, skills and characteristics of successful entrepreneurs, planning and evaluating a business.

### Areas of Study
1. Introducing business
2. Small business decision-making, planning and evaluation
3. Day-to-day operations

### Learning Outcomes
On completion of this unit students should be able to:
1. Recognise characteristics of small, medium and large businesses and develop an understanding of the factors which affect the success of a business.
2. Identify the major steps in the successful planning and operation of a small business. Organise, run and evaluate a school-based business.
3. Examine one of the following:
   - Introductory accounting for small businesses
   - Management of staff in a small business
   - Information and communications in small business
   - Legal responsibilities in small business

### Assessment
Satisfactory completion of this unit is awarded when the student demonstrates achievement of Outcomes One, Two and Three. This will be based on performance of tasks which may include:
- planning and running a school based business or completion of a business simulation exercise
- case studies
- analytical exercises
- folio

### UNIT 2  
**COMMUNICATIONS AND MANAGEMENT**

This unit looks at the importance of communication in business. In particular, the most effective way to communicate with customers, staff, suppliers, advisers, government organisations as well as others. This course also examines ways to improve communication skills. Students undertaking Communication and Management will study marketing processes used by businesses, including market research, advertising, measuring the success of marketing strategies and public relations.

### Areas of Study
1. Communication in business
2. Managing the marketing function
3. Managing the public relations function

### Learning Outcomes
On completion of this unit students should be able to:
1. Identify the parties involved in the communication process, understand the best ways to communicate effectively and identify barriers to effective communication.
2. Explore the world of advertising, marketing and the best way to sell products and services.
3. Analysing the Public Relations process, its function and role in creating a public identity.

### Assessment
Satisfactory completion of this unit is awarded when the student demonstrates achievement of Outcomes One, Two and Three. This will be based on performance of tasks which may include:
- case studies
- developing a marketing plan
- business simulation exercises
- market research
- business research
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. Chemistry permeates numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking. Studying Chemistry can enrich students’ lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. Throughout Units 1 and 2 students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

### UNIT 1 – The Big Ideas of Chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Students are introduced to the development and application of ‘smart’ materials and nanotechnology. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

#### AREAS OF STUDY
1. The periodic table
2. Materials

#### LEARNING OUTCOMES
On completing this unit students should be able to:

**Outcome 1**
Explain how evidence is used to develop or refine chemical ideas and knowledge.

**Outcome 2**
Be able to use models of structure and bonding to explain the properties and applications of materials.

#### ASSESSMENT
Demonstration of achievement of Outcomes 1 & 2 is necessary for satisfactory completion of this unit. This will be based on performance on a selection of tasks including:

- an Extended Experimental Investigation / Summary Report of annotated practical reports
- at least one of
  - response to stimulus material
  - data analysis
  - written, oral, visual or multimedia presentation on a ‘new material’ or ‘new uses of an existing material.
- practical reports and tests
- end of unit examination

### UNIT 2 – Environmental Chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Students will investigate how chemistry is used to respond to the effects of human activities on our environment, including monitoring the concentration of wastes in the effluent from an industrial plant and air quality. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

#### AREAS OF STUDY
1. Water
2. The atmosphere

#### LEARNING OUTCOMES
On completing this unit students should be able to:

**Outcome 1**
Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, oxidants and reductants

**Outcome 2**
Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

#### ASSESSMENT
Demonstration of achievement of Outcomes 1 & 2 is necessary for satisfactory completion of this unit. This will be based on performance on a selection of tasks including:

- an Extended Experimental Investigation / Summary Report of annotated practical reports
- at least one of
  - response to stimulus material
  - data analysis
  - written, oral, visual or multimedia presentation related to ‘green chemistry’
- practical reports and tests
- end of unit examination
UNIT 1
MYTHICAL WORLDS

This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The wrath of Achilles & the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society.

As archaeological methods developed over time, sites such as Troy were explored by pioneers of archaeology for evidence to explain the possible historical basis of particular myths. Myths were commonly represented in a range of forms including epic, sculpture, tragedy, and wall painting and mosaics. They were transmitted through festivals, religious rituals, art and architecture.

In this unit, teachers select the classical works and secondary sources to be used by the students.

Areas of Study
1. Heroes and Monsters
2. Myth and Archeology
3. Myths in Art and Literature

Learning Outcomes
Outcome 1: On completion of this unit the student should be able to explain the nature of myth in ancient Greece and/or Rome.

Outcome 2: On completion of this unit the student should be able to explain the relationship between myth and archaeology.

Outcome 3: On completion of this unit the student should be able to recognise and discuss the representation of a Greek and/or Roman myth.

Assessment:
- analysis of visual & written sources
- oral presentations
- Essays
- responses to literature
- tests and an examination

UNIT 2
CLASSICAL IMAGINATIONS

This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced?

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

In this unit, teachers select the classical works and secondary sources to be used by the students.

Areas of Study
1. Society through culture
2. Classics through time

Learning outcomes
Outcome 1: On completion of this unit the student should be able to analyse the ways in which a classical work or classical works present aspects of classical Greek and/or Roman society.

Outcome 2: On completion of this unit the student should be able to discuss the relationship between classical works and a work from a later period.

Assessment:
- analysis of visual & written sources
- oral presentations
- Essays
- responses to literature
- tests and an examination
UNIT 1

DRAMATIC STORYTELLING

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. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

Outcome 1
On completion of this unit the student should be able to use playmaking techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

Outcome 2
On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

Outcome 3
On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 & 2.

Outcome 4
On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

Assessment

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

UNIT 2

CREATING AUSTRALIAN DRAMA

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work. An Australian work might:

• be written, adapted or devised by Australian writers or theatre-makers;
• reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and bush perspectives.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism. Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

Outcome 1
On completion of this unit the student should be able to use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.

Outcome 2
On completion of this unit the student should be able to demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work.

Outcome 4
On completion of this unit the student should be able to identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.
The focus of this unit is the study of markets, economic decision-making and issues of importance to the Australian economy.

**AREA OF STUDY 1:**
**A Market System**

**Outcome 1:**
On completion of this unit the student should be able to explain how markets work and how economic decisions are made in the Australian economy, and be able to apply economic decision-making to solve economic problems.

**AREA OF STUDY 2:**
**Economics Issues**

**Outcome 2:**
On completion of this unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

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

Assessment tasks for this unit are:
- analysis of written, visual and statistical evidence;
- a folio of exercises using print or electronic materials;
- report of an investigation;
- case studies;
- an essay;
- tests;

---

**AREAS OF STUDY 1:**
**Population, Employment and Change**
This area of study focuses on the changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country.

**Outcome 1:**
On completion of this unit the students should be able to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.

**AREA OF STUDY 2:**
**Global Economic Issues**
Issues exist in economics that have an impact on living standards and on the stability of the economy. Students consider two of the contemporary global economic issues in light of how the economic decisions made by domestic and international households businesses, governments, and other relevant groups influence the Australian and international economies.

**Outcome 2:**
On completion of this unit the student should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

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

Assessment tasks for this unit are chosen from:
- analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem solving tasks
- a folio of annotated media commentaries using print or electronic materials
- report of an investigation
- case studies
- a debate
- an essay
- a presentation (oral, multimedia, visual)
- a web page
- economic simulation activities
- a test
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

**AREAS OF STUDY**
- Reading and responding
- Creating and presenting
- Using language to persuade

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1:**
Identify and discuss key aspects of a set text and to construct a response in oral or written form.

**Outcome 2:**
Create and present texts taking account of audience, purpose in response to a set context.

**Outcome 3:**
Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

**ASSESSMENT**
Satisfactory completion
For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit and will be based on a selection of tasks which may include:
- journal entries
- analytical responses text in written or oral form under test conditions
- written creative pieces based on context established by specific texts for particular audiences and purposes
- oral presentations
- persuasive writing
- leadership of discussion groups
- analysis of media texts
- finished writing that shows evidence of planning and revision

**LEVELS OF ACHIEVEMENT** will be determined by School-assessed Coursework, mid-year and end-of-year examinations.
The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behaviour, the means by which individuals relate themselves to the world, to each other, and to the community of which they are members. This unit is concerned with the nature and functions of language itself, the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. It enables students to explore the informational and expressive functions of language; the nature of language as a highly elaborate system of signs; the development of language in an individual; and the relationship between speech and writing as the dominant modes of use.

**AREAS OF STUDY**
1. The nature and functions of language
2. Language acquisition

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Identify and describe primary aspects of the nature and functions of human language

**Outcome 2**
Analyse what children learn when they acquire language and to examine a range of perspectives on how language is acquired

**ASSESSMENT**
Demonstration of achievement of the 2 outcomes is necessary for satisfactory completion of this unit. This will be based on performance on a selection of tasks which may include
- a folio
- a report of an investigation
- a test
- short answer questions
- an analytical of spoken and/or written text
- an essay
- a case study
- a written or an oral analysis of data
- an oral presentation or a data show

The focus of this unit is language change. Languages are always changing, and language change is an inevitable and continual process. This can be seen by considering how English has changed over the centuries and how it is changing today.

Change in language involves all subsystems of the language system – phonetics and phonology, morphology and lexicology, syntax, discourse analysis, and semantics. Engaging with texts from the past can give us an awareness of the many ways in which language changes.

This unit explores the concepts of change and variation in language. It looks at developments especially within Australian English and aims to give students insight into the what, how and why of these changes. Particular attention is paid to attitudes to language change.

**AREAS OF STUDY**
1. English across time
2. English across the globe

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Investigate how language change takes place and analyse a range of attitudes to language change

**Outcome 2**
Investigate the effects of the globalisation of English in terms of both conformity and diversity

**ASSESSMENT**
Demonstration of achievement of the 3 outcomes is necessary for satisfactory completion of this unit. This will be based on performance on a selection of tasks which may include
- an investigative report
- short answer questions
- an essay
- an oral presentation or data show
- a folio
- an essay
- a case study
- a test
- a written or an oral analysis of data
- an analysis of a spoken and/or written text
FOOD AND TECHNOLOGY

UNIT 1
FOOD SAFETY AND PROPERTIES OF FOOD

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

AREAS OF STUDY
1. Keeping food safe
2. Food properties and preparation.

OUTCOMES
For this unit students are required to demonstrate achievements to two outcomes. As a set these outcomes encompass all areas of study of the unit.

On completion of the unit students should be able to:

Outcome 1
Explain and apply safe and hygienic work practices when storing, preparing and processing food.

Outcome 2
Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

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

UNIT 2
PLANNING & PREPARATION OF FOOD

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

AREAS OF STUDY
1. Tools, equipment, preparation and processing.
2. Planning and preparing meals

OUTCOMES
For this unit students are required to demonstrate achievements to two outcomes. As a set these outcomes encompass all areas of study of the unit.

On completion of the unit students should be able to:

Outcome 1
Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.

Outcome 2
Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

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

COSTS INVOLVED
There will be a cost for this unit which is not covered by the normal college levies. The cost will cover the majority of food used in productions and the maintenance of equipment throughout the semester. Students will be advised of any special production requirements as the need arises.
# GEOGRAPHY

## UNIT 1
### NATURAL ENVIRONMENTS

Unit 1 focuses on the geographical characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It also examines how the interactions between natural processes and human activities can change natural environments. Students study the history or nature and investigate natural environments at two different scales, looking at cool temperate forests, volcanic environments and deserts. There are two areas of study and two outcomes.

### AREAS OF STUDY
1. Characteristics of natural environments
2. Changes in natural environments

### LEARNING OUTCOMES
On completion of this unit the student should be able to:

**Outcome 1**
Describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.

**Outcome 2**
Analyse and explain the changes in natural environments due to natural processes and activities.

### ASSESSMENT

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

**Levels of Achievement**
Demonstration of Outcomes 1 and 2 is based on the student's performance on a selection of assessment tasks including:
- Fieldwork
- Analysis of geographic data
- Structured questions
- Written research reports
- Tests

## UNIT 2
### HUMAN ENVIRONMENTS

Unit 2 focuses on the characteristics of human environments and changes within them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of these places. Students must study two human environments in each area of study, one of which must be a rural environment. The two locations on which students will focus are Vietnam and Melbourne. Each environment selected for study must focus on human geography at two different scales. There are two areas of study and two outcomes in this unit.

### AREAS OF STUDY
1. Characteristics of natural environments
2. Changes in human environments

### LEARNING OUTCOMES
On completion of this unit the student should be able to:

**Outcome 1**
Describe and explain the geographical characteristics of different types of rural and urban environments.

**Outcome 2**
Analyse and explain changes due to human activities in rural and urban environments.

### ASSESSMENT

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

**Levels of Achievement**
Demonstration of Outcomes 1 and 2 is based on the student's performance on a selection of assessment tasks including:
- Fieldwork
- Analysis of geographic data
- Structured questions
- Written research reports
- Tests
UNIT 1
THE HEALTH & DEVELOPMENT OF AUSTRALIA’S YOUTH

In this unit students are introduced to the concepts of health and individual human development. The World Health Organisation (WHO) defines health as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictably changes, which can be classified as physical, social, emotional and intellectual.

This unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. The health status of Australia’s youth is good and continues to improve, however Australia’s youth still experiences a range of health issues that impact on both their immediate and longer term health and individual human development.

In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

AREA OF STUDY 1
UNDERSTANDING HEALTH AND DEVELOPMENT
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

AREA OF STUDY 2
YOUTH HEALTH AND DEVELOPMENT
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual development of Australia’s youth.

AREA OF STUDY 3
HEALTH ISSUES FOR AUSTRALIA’S YOUTH
On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

ASSESSMENT
Demonstration of achievement in this unit will be based on student performance on selection of assessment tasks. These will include:
- data analyses and media analyses
- reports – written and/or oral
- case study analyses
- structural questions
- tests

UNIT 2
INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

In Australia, families, communities and governments play a key role in optimising the health and development of individuals across the lifespan. Beyond the particular responsibilities of families, the community and governments have a responsibility to provide a range of services and programs that will help to optimise the health and development of all Australians. Despite relatively high levels of community and government involvement, considerable differences in health and developmental outcomes continue to be experienced by some social and cultural groups. In particular indigenous Australians, some rural and remote communities and Australians from lower socio-economic backgrounds experience less than optimal health and development.

In this unit students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organization and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

AREA OF STUDY 1
HEALTH AND DEVELOPMENT OF AUSTRALIA’S CHILDREN
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual development of Australia’s children.

AREA OF STUDY 2
ADULT HEALTH AND DEVELOPMENT
On completion of this unit the student should be able to describe and explain the factors that affect on the health and individual development of Australia’s adults.

AREA OF STUDY 3
HEALTH CARE IN AUSTRALIA
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

ASSESSMENT
Demonstration of achievement in this unit will be based on student performance on selection of assessment tasks. These will include:
- data analyses
- media analyses
- reports – written and/or oral
- case study analyses
- structured questions
- tests
The first half of the twentieth century was a period marked by significant change. Throughout the period new forms of economic and political organisations and cultural expression reflecting different responses to these changes emerged. This unit considers the way in which Germany responded to these changes, how they affected people's lives, and the development of domestic and international crises.

**AREAS OF STUDY**

1. **Crisis and conflict**
   This area of study focuses on the circumstances surrounding the collapse of the traditional nineteenth century hierarchical world, the emergence of new political ideas and movements and the conflicts which resulted, such as World War I and II and the rise of the Nazi party.

2. **Social life**
   This area of study involves an examination of changes in social life in Germany during the first half of the twentieth century, the reasons for such changes and the various outcomes for different groups such as the Jews and the corresponding Holocaust.

3. **Cultural expression**
   This area of study focuses on the cultural expression of the first half of the twentieth century and the relationship to the social, political and economic changes of the period. Films such as ‘Cabaret’ and ‘Citizen Kane’ will be viewed and analysed.

**LEARNING OUTCOMES**

For this unit students should be able to

**Outcome 1**
Analyze and explain the development and impact of a political crisis and conflict in the period 1900-1945

**Outcome 2**
Analyze and discuss patterns of social life and the factors which influenced changes in patterns of social life

**Outcome 3**
Analyze the relationship between historical context and a cultural expression of the period

**ASSESSMENT**

The award of satisfactory completion for this unit is based on a selection of assessment tasks which may include

- analysis of visual & written sources
- major research projects
- short reports, essays
- oral presentations
- multimedia presentations
- film reviews
- biographical studies
- responses to literature
- tests and an examination

This unit considers some of the major themes and principal events of post-World War II history and the ways in which individuals and governments responded to these changes, domestically and internationally. Students will investigate and analyse the Cold War, the rise of communism and nationalism, the Vietnam War, a movement of dissent and an issue that has affected a society or group in the last decades of the twentieth century.

**AREAS OF STUDY**

1. **Ideas and political power**
   This area of study examines the ideologies of capitalism and communism and how they helped to create the Cold War.

2. **Movements of the people**
   In this area of study students examine one or more movements which challenged the political, social and/or economic structures in post-war society, the reasons for the challenges and the outcomes. In Western society the Civil Rights Movement in the US and Australia, the Women’s Liberation Movement and Gay Liberation questioned traditional attitudes towards race, gender and human rights while other groups questioned the legitimacy of the state’s authority over issues such as war, environmentalism and globalisation.

3. **Issues for the millennium**
   This area of study looks at a community and how an issue has affected the members of that society as a result of political, economic and technological change.

**LEARNING OUTCOMES**

For this unit the student should be able to

**Outcome 1**
Analyze and discuss how post war societies used the ideologies of communism and capitalism to legitimise their world view and portray competing systems.

**Outcome 2**
Evaluate the impact of the challenge by the anti-war movement to America’s social and political power structure.

**Outcome 3**
Analyze a major issue faced by communities arising from political, economic and technological change.

**ASSESSMENT**

The award of satisfactory completion for this unit is based on a selection of assessment tasks which may include

- analytical exercises, short reports and essays
- oral and multimedia presentations
- film reviews and biographical studies
- responses to literature
- tests and an examination
# INFORMATION TECHNOLOGY

## UNIT 1
### IT IN ACTION

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. In this unit the emphasis is on the problem-solving stages of design and development.

### AREAS OF STUDY
1. **From Data to Information**
   - In this area of study students develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data.

2. **Networks**
   - In this area of study students investigate how networked information systems allow data and information to be exchanged locally and within a global environment. Students develop an understanding of the technology and procedures, and the roles and responsibilities of people required to connect and maintain computers so that ideas, files, information, programs and resources can be shared.

3. **ICT in a Global Society**
   - In this area of study students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context.

### LEARNING OUTCOMES

**Outcome 1**
On completion of this unit the student should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

**Outcome 2**
On completion of this unit the student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

**Outcome 3**
On completion of this unit the student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

**Assessment**
Students are required to demonstrate achievement of three outcomes. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

## UNIT 2
### IT PATHWAYS

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. Students apply all stages of the problem-solving methodology when creating solutions. Students examine data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied when students solve problems for clients in the community.

### AREAS OF STUDY

1. **Data analysis and visualisation**
   - In this area of study students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form.

2. **Programming and pathways**
   - In this area of study students develop knowledge and skills in using programming or scripting language software. An understanding of the technical knowledge and skills associated with using programming or scripting languages is further developed through examining ICT career pathways, which focus on entry requirements to specific ICT jobs and the main roles and tasks involved in ICT jobs.

3. **Tools, techniques and procedures**
   - In this area of study students apply all stages of the problem-solving methodology to create solutions to information problems.

### LEARNING OUTCOMES

**Outcome 1**
On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.

**Outcome 2**
On completion of this unit the student should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

**Outcome 3**
On completion of this unit the student should be able to work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

**Assessment**
Students are required to demonstrate achievement of three outcomes. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
Aims
This study is designed to enable students to:
- use French to communicate with others
- understand and appreciate the cultural contexts in which French is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between French and English and/or other languages
- apply French to work, further study, training or leisure

Students enter VCE language study with varied experience and competence in the Languages. The study design promotes development of the language capacity of all students. Each unit is designed to extend students’ knowledge and skills in understanding, speaking, reading and writing the language.

Areas of Study
The areas for study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study and are designed to be drawn upon in an integrated way.

For units 1 & 2 there are three prescribed themes with three prescribed sub-topics each. They are:

The individual
- Personal world
- Education and aspirations
- Personal opinions and values

The French speaking communities
- Lifestyles
- Historical perspectives
- Arts & Entertainment

The changing world
- Social issues
- The world of work
- Scientific and technological issues

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
Listen to, read and obtain information from written and spoken texts.

Outcome 3
Produce a personal response to a text focusing on real or imaginary experience.

Assessment
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the student’s overall performance on assessment tasks which will include a range of oral and written tasks.

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
Listen to, read and extract and use information and ideas from spoken and written texts.

Outcome 3
Be able to give expression to real or imaginary experience in spoken or written form.

Assessment
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the student’s overall performance on assessment tasks which will include a range of oral and written tasks.

Levels of Achievement
Units 1 & 2
Procedures for the assessment of levels of achievement in Units 1 & 2 are a matter for school decision.
AIMS
This study is designed to enable students to:
- use German to communicate with others
- understand and appreciate the cultural contexts in which German is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between German and English and/or other languages
- apply German to work, further study, training or leisure

Students enter VCE language study with varied experience and competence in the Languages. The study design promotes development of the language capacity of all students. Each unit is designed to extend students’ knowledge and skills in understanding, speaking, reading and writing the language.

AREAS OF STUDY
The areas for study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study and are designed to be drawn upon in an integrated way.

For units 1 – 4 there are three prescribed themes with three prescribed sub-topics each. They are:

The individual
- Personal identity
- School and aspirations
- Leisure and Lifestyles

The German-speaking communities
- People and places
- Past and Present
- Arts & Entertainment

The changing world
- The world of work
- Youth issues
- Tourism

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
Listen to, read and obtain information from written and spoken texts.

Outcome 3
Produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the student’s overall performance on assessment tasks which will include a range of oral and written tasks.

LEVELS OF ACHIEVEMENT
Units 1 & 2
Procedures for the assessment of levels of achievement in Units 1 & 2 are a matter for school decision.
AIMS
This study is designed to enable students to:

- use Indonesian to communicate with others
- understand and appreciate the cultural contexts in which Indonesian is used
- understand their own culture (s) through the study of other cultures
- understand language as a system
- make connections between Indonesian and English and/or other languages
- apply Indonesian to work, further study, training or leisure.

Students enter VCE language study with varied experience and competence in the Languages. The study design promotes development of the language capacity of all students. Each unit is designed to extend students’ knowledge and skills in understanding, speaking, reading and writing the language.

AREAS OF STUDY
The areas for study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study and are designed to be drawn upon in an integrated way.

For units 1 – 4 there are three prescribed themes with twelve prescribed sub-topics each. They are:

The individual
- Personal world
- Education and aspirations
- Personal opinions and values

The Indonesian-speaking communities
- Lifestyles
- Visiting Indonesia
- Customs and traditions
- Arts and entertainment
- Stories from the past

The changing world
- Social issues
- Environmental issues
- Australian and Indonesian relations
- The world of work

UNIT 1
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
Listen to, read and obtain information from written and spoken texts.

Outcome 3
Produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the student’s overall performance on assessment tasks which will include a range of oral and written tasks.

UNIT 2
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
Listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
Be able to give expression to real or imaginary experience in spoken or written form.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the student’s overall performance on assessment tasks which will include a range of oral and written tasks.

LEVELS OF ACHIEVEMENT
Units 1 & 2
Procedures for the assessment of levels of achievement in Units 1 & 2 are a matter for school decision.
Legal Studies helps students to know their legal rights and responsibilities and to understand the operation of the legal system, including the courts and role of police. Students who study Units 1 & 2 Legal Studies may have the opportunity to witness the law in action via excursions to Parliament, the Courts or Barwon Prison.

### UNIT 1
**CRIMINAL LAW IN ACTION**

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

#### AREAS OF STUDY
1. Law in Society
2. Criminal Law
3. The Criminal Courtroom

#### LEARNING OUTCOMES
On completion of the unit the student should be able to:

**Outcome 1**
Explain the need for effective laws and describe the main sources and types of law in society.

**Outcome 2**
Explain the key principles and types of criminal law, apply these principles to relevant cases and discuss the impact of criminal activity on the individual and society.

**Outcome 3**
Describe the processes for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

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

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

Assessment tasks for this unit may include:
- structured assignment
- essay
- mock court or role-play
- case study
- test
- folio and report
- report

### UNIT 2
**ISSUES IN CIVIL LAW**

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

#### AREAS OF STUDY
1. Civil Law
2. Civil Law in Action
3. The Law in focus
4. A Question of Rights

#### LEARNING OUTCOMES
On completion of the unit the student should be able to:

**Outcome 1**
Explain the principles of civil law, law-making by courts and elements of torts, and apply these to relevant cases.

**Outcome 2**
Explain and evaluate the processes for the resolution of civil disputes.

**Outcome 3**
Explain one area of civil law and discuss the legal system’s capacity to respond to the issues and disputes to the selected area of law.

**Outcome 4**
Describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

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

Demonstration of achievement of Outcomes 1, 2, 3 and 4 must be based on the student’s performance on a selection of assessment tasks.

Assessment tasks for this unit may include:
- structured assignment
- essay
- mock court role-play
- folio and report
- case study
- test
- annotated visual display
This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives and social contexts. Students develop an understanding of, and a critical response to the ways texts represent human experience, and analyse and interpret texts for a variety of purposes.

**AREAS OF STUDY**
1. Readers and their Responses
2. Ideas and Concerns
3. Interpreting Non-print texts

**TEXT SELECTION**
The course should be based on a range of texts selected in accordance with the focus of this unit, and include at least one Australian text. The texts studied should include at least:
- one prose text (collection of short stories, novel, biography, autobiography, collection of memoirs or letters)
- four poems
- one play for stage or screen, preferably in live performance
- one film, television or multimedia text

**LEARNING OUTCOMES**
On completion of this unit students should be able to:

**Outcome 1**
Discuss how personal responses to literature are developed and justify their own responses to one or more literary texts.

**Outcome 2**
Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the concerns and ideas of individuals and particular groups in society.

**Outcome 3**
Analyse the construction of a film (fictional), television, multimedia or radio text and comment on the ways in which it presents an interpretation of ideas and experiences.

**ASSESSMENT**
Demonstration of achievement for the 3 outcomes from 3 different texts is necessary for satisfactory completion of this unit, which may include:
- Comparative, interpretive, analytical or discursive essay
- Debate
- Journal entries
- A close analysis of selected passages
- An original piece of writing responding to a text studied
- Oral or written review
- Multimedia presentation
- Participation in an online discussion
- Performance and commentary

The focus of this unit is on developing creative and critical responses to literature. Students will also deepen their understanding of particular aspects of texts, notably style, characterisation, language and structure. Students understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

**AREAS OF STUDY**
1. The text, the reader and their contexts
2. Comparing texts

**TEXT SELECTION**
The course should be based on a range of texts selected in accordance with the focus of this unit, therefore one must be from a past era.
The texts studies should include at least:
- one prose text (collection of short stories, novel, biography, autobiography, collection of memoirs or letters)
- four poems
- one play for stage or screen, preferably in live performance
- one text selected by the student

**LEARNING OUTCOMES**
On completion of this unit students should be able to:

**Outcome 1**
Analyse and respond both critically and creatively to the ways in which a text produced in an earlier historical period than their own, reflects or comments on the concerns and ideas of individuals and groups at that time.

**Outcome 2**
Produce an extended comparative piece of interpretive writing with a particular focus; for example, form, theme, genre, author, period, social or cultural context.

**ASSESSMENT**
Demonstration of achievement of the Two Outcomes is necessary for satisfactory completion of a selection of tasks which may include:
- Comparative, interpretive, analytical or discursive essay
- Debate
- Journal entries
- A Close analysis of selected passages
- An original piece of writing responding to a text studied
- Oral or written review
- Multimedia presentation
- Participation in an online discussion
- Performance and commentary
MATHEMATICS OFFERINGS

UNITS 1 & 2
General Mathematics F
Mathematical Methods
General Mathematics S

UNITS 3 & 4
Further Mathematics
Mathematical Methods
Specialist Mathematics

MATHEMATICS PATHWAYS DIAGRAM (in order of increasing difficulty)

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics in Careers</td>
<td>NIL</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>General Mathematics F or Nil</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>General Mathematics F</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4 AND Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2 AND Further Mathematics 3 &amp; 4</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2 AND General Mathematics S</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods Units 1 &amp; 2 AND General Mathematics S</td>
<td>Mathematical Methods Units 3 &amp; 4 AND Specialist Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4 AND General Mathematics S</td>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

- **MATHEMATICS IN CAREERS** in Year 10 is not a sufficient background for any VCE Mathematics course, but could lead into VCAL.

- **GENERAL MATHEMATICS F** (Years 10/11) and **FURTHER MATHEMATICS** (Year 12) are the study of arithmetic and its applications; particularly in the areas of statistics and measurement. There is little algebra covered.

- **MATHEMATICAL METHODS** (Years 10/11/12) includes the study of algebra, functions and graphs, co-ordinate geometry, trigonometry and circular functions, probability and calculus (Years 11 & 12).

- **GENERAL MATHEMATICS S** can only be studied in conjunction with **MATHEMATICAL METHODS** Units 1 and 2.

- **SPECIALIST MATHEMATICS** can only be studied by students who are studying or have completed **MATHEMATICAL METHODS** Units 3 & 4 and **GENERAL MATHEMATICS S**.
This unit is designed for students who intend to study Further Mathematics Units 3 and 4. Material for this unit covers four or more topics from at least three different areas of study. A suitable course is provided for the study to continue to General Mathematics Unit 2, then Further Mathematics. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of CAS graphics calculators and suitable computer technology.

**AREAS OF STUDY**
1. Arithmetic
2. Graphs of Linear & Non Linear Relations
3. Data Analysis and Simulation
4. Decision and Business Mathematics
5. Algebra
6. Geometry and Trigonometry

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts in relation to the topics from the selected areas of study and apply to a range of related mathematical routines and procedures.

**Outcome 2**
Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT**
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. This is based on the student’s overall performance on assessment tasks which may include:
- Tests
- Summary or review notes
- Application Tasks
- Analysis Tasks
- Set Exercises
- Examination

Assessment tasks must be mainly completed in class and within a limited timeframe. They will incorporate the use of technology in contexts related to the areas of study.
YEAR 11 HANDBOOK – VCE UNITS 1 & 2

MATHEMATICS
GENERAL MATHEMATICS S

UNIT 1

This unit is designed for students who are also studying Mathematical Methods Units 1 & 2 and intend to study Mathematical Methods Units 3 & 4 and, in some cases, Specialist Mathematics Units 3 & 4. Material for this unit covers 6 topics from at least 3 different areas of study. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of CAS graphics calculators and suitable computer technology.

AREAS OF STUDY
1. Algebra and Surds
2. Sets and Variation
3. Sequences and Series
4. Matrices
5. Geometry

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Define and explain key concepts in relation to the topics from the selected areas of study and apply to a range of related mathematical routines and procedures.

Outcome 2
Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

ASSESSMENT
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. This is based on the student’s overall performance on assessment tasks designated for the unit. Assessment tasks must be completed in class and within a limited timeframe. Assessment tasks may include

- Tests
- Summary or review notes
- Application tasks
- Analysis tasks
- Set exercises
- Examination

Assessment tasks will incorporate the use of technology in contexts related to the areas of study.

UNIT 2

This unit is designed for students who are also studying Mathematical Methods Units 1 & 2 and intend to study Mathematical Methods Units 3 & 4 and, in some cases, Specialist Mathematics Units 3 & 4. Material for this unit covers 5 topics from at least 4 different areas of study. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of CAS graphics calculators and suitable computer technology.

AREAS OF STUDY
1. Trigonometry
2. Vectors
3. Statics
4. Kinematics
5. Dynamics

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Define and explain key concepts in relation to the topics from the selected areas of study and apply to a range of related mathematical routines and procedures.

Outcome 2
Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

ASSESSMENT
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. This is based on the student’s overall performance on assessment tasks designated for the unit. Assessment tasks must be completed in class and within a limited timeframe. Assessment tasks may include

- Tests
- Summary or review notes
- Application tasks
- Analysis tasks
- Set exercises
- Examination

Assessment tasks will incorporate the use of technology in contexts related to the areas of study.
This course is designed for students who intend to study Mathematical Methods Units 2, 3 & 4 and, in some cases, Specialist Mathematics Units 3 & 4. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of CAS graphics calculators and suitable computer technology.

**AREAS OF STUDY**
1. Functions and Graphs
2. Algebra
3. Rates of Change and Calculus
4. Probability

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts as specified in the content from the areas of study, and apply this knowledge to a range of related mathematical routines and procedures.

**Outcome 2**
Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.

**Outcome 3**
Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. This is based on the student’s overall performance on assessment tasks designated for the unit. Assessment tasks must be mainly completed in class and within a limited timeframe.

Assessment tasks may be
- Topic tests
- Summary or review notes
- Problem solving tasks
- Modelling tasks
- Application tasks
- Analysis tasks
- Set exercises
- Examination

Assessment tasks incorporate the effective and appropriate use of technology.
MUSIC PERFORMANCE

The VCE Music Performance course is for students who are experienced at playing an instrument or singing. It provides an opportunity for students to gain credits towards their VCE for their music performance ability. Admission to this course is through an audition and interview with the Director of Music. Students are expected to have significant practical experience on their chosen instrument.

UNIT 1

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

AREAS OF STUDY
1. Performance skill development.

LEARNING OUTCOMES
On completion of this unit students should be able to:

Outcome 1
Perform a program(s) consisting of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.

Outcome 2
Analyse and evaluate selected influences on works being prepared for performance and approaches that can be used to optimise performance of those works.

Outcome 3
Describe how instruments are used in combination using selected elements of music, and recognise, sing and write scales, intervals, chords and rhythms, using conventions in music notation.

ASSESSMENT
Demonstration of achievement of Outcomes 1, 2 and 3 is necessary for satisfactory completion of this unit. This will be based on performance of the following assessment tasks:

Outcome 1
- A solo technique test; and
- A solo performance of at least two works; and
- A group performance of at least two works; and
- A performance of unprepared material.

Outcome 2
A report in one of the following formats:
- written
- aural and written
- multimedia

Outcome 3
- A test including written, aural and practical components.

UNIT 2

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program(s) of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

AREAS OF STUDY
1. Performance skill development.
2. Contextual issues and analysis of works.
4. Creative organisation of sound.

LEARNING OUTCOMES
On completion of this unit students should be able to:

Outcome 1
Demonstrate developing performance and presentation skills in performing a program of contrasting solo and group works, selected technical work and work that demonstrates unprepared performance.

Outcome 2
Discuss the contextual issues and describe the characteristics and styles represented in the works, the structure of the works, and expressive features relevant to performance of works selected for performance or other works in a similar style.

Outcome 3
Recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies; use conventions in music notation; and describe how instruments are used in combination.

Outcome 4
Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

ASSESSMENT
Demonstration of achievement of Outcomes 1, 2, 3 and 4 is necessary for satisfactory completion of this unit. This will be based on performance of the following assessment tasks:

Outcome 1
- A solo technique test; and
- A solo performance of at least two works; and
- A group performance of at least two works; and
- A performance of unprepared material.

Outcome 2
A report in one of the following formats:
- Written;  Aural and Written;  Multimedia

Outcome 3
A test including written, aural and practical components.

Outcome 4
A folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises.
MUSICAL STYLE AND COMPOSITION

It is recommended that students have an intermediate level of theoretical musical understanding (e.g. Grade 3 – 4 standard) for this course. Students who wish to enrol in this subject should also consult with the Director of Music before submitting course preferences. Depending on numbers, this course may be undertaken through Distance Education.

UNIT 1

This unit focuses on a broad survey of music from different styles, traditions, times and places. Students will analyse a range of works, including music from a non-western style or tradition. They will learn about the characteristics of the elements of music and consider ways that music creators use elements of music and compositional devices to make works. Students will compose, arrange and/or improvise brief creative exercises in response to the practices of other composers.

AREAS OF STUDY
1. Responses to music
   This area of study focuses on characteristics of music in different styles and traditions.
2. Organisation and content
   This area of study focuses on the organisation of sound and the context of works that are representative of three music styles and/or traditions.
3. Creative responses
   This area of study focuses on making creative responses to music by composing, arranging and/or improvising a folio of short creative exercises.

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.
On completion of this unit the student should be able to:

Outcome 1
Describe characteristics of selected music in a range of music styles through aural analysis.

Outcome 2
Identify and discuss characteristics and context of selected works in three different music styles and/or traditions.

Outcome 3
Compose, arrange and/or improvise musical exercises in response to ways other music creators have used elements of music and compositional devices.

ASSESSMENT
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of the following assessment tasks:

Outcome 1
A folio of 4-8 responses based on aural analysis of excerpts of music from a range of styles and/or traditions including a non-western style or tradition. Responses should be either:
- written; or
- written and oral; or
- in a multimedia format including a written component.

Outcome 2
One or more of the following formats should be selected:
- a report;
- short-answer responses;
- a test;
- a multimedia presentation;
- an annotated visual report;
- an oral presentation.

Outcome 3
A folio that includes at least two creative responses and accompanying documentation.

UNIT 2

This unit focuses on music that is used in multidisciplinary art works that combine music and non-musical elements. Students analyse ways that music can be used to create effects or elicit responses, both as discrete works and in works that combine music and other elements. They also create music for an art work that combines music and other elements. The form of this work is selected by the student.

AREAS OF STUDY
1. Responses to music
   This area of study focuses on the ways elements of music and compositional devices are used to create effects and elicit responses.
2. Music created for multidisciplinary art forms
   This area of study involves the study of selections of music from two works, each in a different art form. The focus is on the ways the music interrelates with the non-musical features in the works.
3. Creative processes in music for multidisciplinary art forms
   This area of study focuses on the creation of music for a multidisciplinary art work that combines musical and non-musical features.

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.
On completion of this unit the student should be able to:

Outcome 1
Analyse ways in which elements of music and compositional devices are used to create effects and elicit responses.

Outcome 2
Describe treatment of elements of music and use of compositional devices in works that combine music and non-musical features.

Outcome 3
Create music for an art work that combines music and non-musical features.

ASSESSMENT
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks.

Outcome 1
A folio of 4-8 written responses based on aural analysis of excerpts of music from works that combine music and non-musical features.

Outcome 2
One or more of the following formats should be selected:
- a report;
- short-answer responses;
- a test;
- a multimedia presentation;
- an annotated visual report;
- an oral presentation.

Outcome 3
Creation of music for use in an art work that combines music and non-musical features and accompanying documentation, including a record of the music. Students are not required to create the non-musical features of the art work.
OUTDOOR AND ENVIRONMENTAL STUDIES
PRACTICAL PROGRAM - UNITS 1 & 2

Outdoor and environmental studies aim to provide the skills and knowledge to safely participate in activities in outdoor environments so that the environment is respected and appreciated by the participants. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have, over time, been constructed. The activities selected enable students to develop critiques of human-nature relationships and a sympathetic understanding of nature, and make informed contributions to discussions on environmental issues.

A course fee will be required to cover the cost of practical activities which may include a camp, overnight hike, cycling, canoeing/kayaking, rock climbing, visits to appropriate venues, guest speakers or other. Students wishing to take Unit 1 and 2 Outdoor and Environmental Studies will be required to pay the FULL FEE before submitting their application forms.

UNIT 1
EXPLORING OUTDOOR EXPERIENCES

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

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

AREAS OF STUDY
1. Motivations for Outdoor Experience
2. Experiencing Outdoor Environments

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit. The achievement of the outcomes involves participation in outdoor experiences.

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

Outcome 1
Describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.

Outcome 2
Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievements of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the unit:

- Journal / report of outdoor experiences
- Case study analysis and data analysis
- Oral presentations and tests
- Practical reports in non-text format, such as multimedia, annotated visual display;
- Written responses, including essays, weblogs, etc.

UNIT 2
DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

AREAS OF STUDY
- Investigating Outdoor Environments
- Impacts on Outdoor Environments

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit. The achievement of the outcomes involves participation in outdoor experiences.

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

Outcome 1
Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments with reference to specific outdoor experiences.

Outcome 2
Evaluate human impacts on outdoor environments and analyse procedures for Promoting positive impacts, with reference to specific outdoor experiences.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievements of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the unit:

- Journal / report of outdoor experiences
- Case study analysis and data analysis
- Oral presentations and tests
- Practical reports in non-text format, such as multimedia, annotated visual display;
- Written responses, including essays, weblogs, etc.
### UNIT 1
#### BODIES IN MOTION

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles.

#### AREA OF STUDY 1
##### Body systems and human movement

In this area of study students examine the systems of the human body and how they translate into movement.

**Outcome 1**

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

#### AREA OF STUDY 2
##### Biomechanical movement principles

In this area of study students examine biomechanical principles underpinning physical activity and sport.

**Outcome 2**

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

#### AREA OF STUDY 3

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

- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation.

**Detailed Study 3.1: Technological advancements from a biomechanical perspective**

In this detailed study students examine changes that have been made to sporting techniques and equipment (including clothing, footwear and playing fields) and explore the biomechanical effect of the change.

**Detailed Study 3.2: Injury prevention and rehabilitation**

This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready themselves for a return to sport and physical activity.

### UNIT 2
#### SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete.

#### AREA OF STUDY 1
##### Effective coaching practices

In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation.

**Outcome 1**

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

#### AREA OF STUDY 2
##### Physically active lifestyles

This area of study focuses on the range of physical activity options in the community.

**Outcome 2**

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

#### AREA OF STUDY 3

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

- Decision making in sport
- Promoting active living.

**Detailed Study 3.1: Decision making in sport**

This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.

**Detailed Study 3.2: Promoting active living**

This detailed study focuses on the promotion of physical activity in a variety of settings. Students develop an understanding of the use of recall surveys and questionnaires in the collection of data related to physical activity levels, and compare these to the National Physical Activity Guidelines. Media communication tools that are used in the promotion of programs to increase physical activity levels are explored.

### ASSESSMENT

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

#### ASSESSMENT tasks for this unit may include:

- A practical laboratory report linking key knowledge and key skills to practical activity.
- Case Study Analysis and Data Analysis
- A written report and a test.
## YEAR 11 HANDBOOK – VCE UNITS 1 & 2

### PHYSICS

#### UNIT 1

This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena. These models are developed within contexts that are familiar to students and relevant to their experiences. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied. As well, they should develop the confidence and skills to communicate their knowledge of physics effectively. The development of practical skills in investigating physical phenomena is an essential part of the unit.

### AREAS OF STUDY

1. **Electricity**
2. **Nuclear and radioactivity physics**
3. **ONE of three detailed studies:**
   - Astronomy
   - Medical Physics
   - Energy from the nucleus

### LEARNING OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

**Outcome 1**

On completion of this unit the student should be to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe effective use of electricity by individuals and the community.

On completion of this unit the student should be able to describe a wave model of energy transfer and apply it to light phenomena.

**Outcome 2**

On completion of this unit the student should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

**Detailed Study:** (one of the following Outcomes)

- **Outcome 3.1 – Astronomy**
  - On completion of this unit the student should be able to use observations to explain the motions of stars and planets, and describe models of planetary motion.
- **Outcome 3.2 – Medical Physics**
  - On completion of this unit the student should be able to describe and explain applications of radioisotopes, optical fibres, waves and lasers to medical diagnosis and treatment and describe the production and/or simple interpretation of images of the human body produced by the processes of CT, ultrasound or X-rays.
- **Outcome 3.3 – Energy from the Nucleus**
  - On completion of this unit the student should be able to describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars in the use of nuclear energy.

### ASSESSMENT

Demonstration of achievement of Outcomes 1, 2, and one of 3.1, 3.2 or 3.3 is based on the student’s performance on a selection of assessment tasks which may include:

- Practical investigation (student designed or adapted) and a selection from the following:
  - an annotated folio of practical activities
  - a data analysis
  - a multimedia or web page presentation
  - a response to a media article
  - a summary report of selection practical investigations including maintenance of a logbook and a written report
  - a test (short answer and extended response)

#### UNIT 2

The student’s understanding of physics is further developed through the application of models to more complex phenomena.

Unit 2 consists of two prescribed areas of study: Movement; Electricity; and a third area of study to be chosen from one of three detailed studies: Astrophysics, Investigations: aerospace, or Investigations: alternative energy sources. Students continue to undertake extensive and regular experimental work in the laboratory. They design and undertake more complex investigations. Students record raw qualitative and quantitative data and present processed data appropriately (including correct use of units). They select and use appropriate materials, apparatus and measurement procedures to ensure reliability in their data. They take into account sources of error and uncertainty and evaluate limitations of techniques and equipment. Computer and/or graphics calculator programs are used in the analysis of data.

### AREAS OF STUDY

1. **Movement**
2. **Wave-like properties of light**
3. **ONE of three detailed studies:**
   - Astrophysics
   - Investigations: Aerospace
   - Investigations: Alternative Energy Sources

**Outcome 1**

On completion of this unit the student should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

**Outcome 2**

On completion of this unit the student should be able to describe a wave model of energy transfer and apply it to light phenomena.

**Detailed Study:** (one of the following Outcomes)

- **Outcome 3.1 - Astrophysics**
  - On completion of this unit the student should be to describe and explain methods used to gather information about stars and other astronomical objects and relate this information to models of the nature and origin of the Universe.

- **Outcome 3.2 – Investigations: Aerospace**
  - On completion of this unit the student should be to design an experimental investigation into an aspect of aerospace technology, and report on the investigation and conclusions using Newton’s and Bernoulli’s theories.

- **Outcome 3.3 – Investigations: Alternative Energy Sources**
  - On completion of this unit the student should be to use concepts of energy transfer and transformations to design and report on an experimental investigation into an aspect of alternative energy.

### ASSESSMENT

Demonstration of achievement of Outcomes 1, 2, and one of 3.1, 3.2 or 3.3 is based on the student’s performance on a selection of assessment tasks which may include:

- Practical investigation (student designed, adapted or extended) and a selection from the following:
  - an annotated folio of practical activities
  - a data analysis
  - a multimedia or web page presentation
  - a response to a media article
  - a summary report of selection practical investigations including maintenance of a logbook
  - a written report
  - a test (short answer and extended response)
PRODUCT DESIGN AND TECHNOLOGY
TEXTILES

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

**UNIT 1
PRODUCT RE-DESIGN AND SUSTAINABILITY**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students consider the use of materials from a sustainable viewpoint. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

**AREA OF STUDY**

1. **Product re-design for improvement**
   Students examine how an existing product currently fulfills the need of a user. They consider how the product could be improved. Students write a design brief for a product’s modification and improvement by altering at least three points of the original design, ensuring the primary purpose of the original product remains.

2. **Producing and evaluating a re-designed product**
   Students are introduced to the methods used to critically analyse and evaluate re-designed products. They use previously developed evaluation criteria to compare the features of their re-designed product with the original design. They judge the success of their design improvements and the changed sustainability status.

**Outcome 1**

On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.

**Outcome 2**

On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

**Assessment**

**Satisfactory Completion**

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

- Design folio containing design brief, evaluation criteria, research and design options, working drawings, production plan, and evaluation report
- Product and records of production and modifications
- Short written report that includes materials testing or trialing activities, industry visits, technical reports.

**UNIT 2 COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

**AREA OF STUDY**

1. **Designing within a team**
   Individually and in teams, students develop evaluation criteria that are used to determine the success of the collaboration and the individual contributions. Students justify the criteria and devise a checking method for the finished product to determine if each criterion has been met.

2. **Producing and evaluating a collaboratively designed product**
   Students record production processes and modifications to production plans. They evaluate materials, tools, equipment, machines, techniques and processes used in transforming design options into a product range. Products are tested and evaluated to determine how well each meets the design brief. Students evaluate their own and others’ contributions to the team. They evaluate the social, economic and environmental factors related to the materials and the products.

**Outcome 1**

On completion of this unit the student should be able to design and plan a product range in response to a design brief based on a common theme, both individually and within a team.

**Outcome 2**

On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate it individually and as a member of a team against the design brief.

**Assessment**

**Satisfactory Completion**

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

- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- Product and records of production and modifications
- Short written report that includes materials testing or trialing activities, industry visits, technical reports.
PRODUCT DESIGN AND TECHNOLOGY
WOOD, METAL, PLASTICS

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

UNIT 1
PRODUCT RE-DESIGN AND SUSTAINABILITY

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students consider the use of materials from a sustainable viewpoint. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

AREA OF STUDY
3. Product re-design for improvement
Students examine how an existing product currently fulfils the need of a user. They consider how the product could be improved. Students write a design brief for a product’s modification and improvement by altering at least three points of the original design, ensuring the primary purpose of the original product remains.

4. Producing and evaluating a re-designed product
Students are introduced to the methods used to critically analyse and evaluate re-designed products. They use previously developed evaluation criteria to compare the features of their re-designed product with the original design. They judge the success of their design improvements and the changed sustainability status.

Outcome 1
On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.

Outcome 2
On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.
- Design folio containing design brief, evaluation criteria, research and design options, working drawings, production plan, and evaluation report
- Product and records of production and modifications
- Short written report that includes materials testing or trialing activities, industry visits, technical reports.

UNIT 2
COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

AREA OF STUDY
2. Designing within a team
Individually and in teams, students develop evaluation criteria that are used to determine the success of the collaboration and the individual contributions. Students justify the criteria and devise a checking method for the finished product to determine if each criterion has been met.

2. Producing and evaluating a collaboratively designed product
Students record production processes and modifications to production plans. They evaluate materials, tools, equipment, machines, techniques and processes used in transforming design options into a product range. Products are tested and evaluated to determine how well each meets the design brief. Students evaluate their own and others’ contributions to the team. They evaluate the social, economic and environmental factors related to the materials and the products.

Outcome 1
On completion of this unit the student should be able to design and plan a product range in response to a design brief based on a common theme, both individually and within a team.

Outcome 2
On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate it individually and as a member of a team against the design brief.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.
- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- Product and records of production and modifications
- Short written report that includes materials testing or trialing activities, industry visits, technical reports.
UNIT 1
INTRODUCTION TO PSYCHOLOGY

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

AREAS OF STUDY
1. What is psychology?
2. Lifespan psychology

Outcome 1
On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2
On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

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

Assessment tasks for this unit are selected from the following:
• research investigation
• annotated folio of practical activities
• media response
• oral presentation using two or more data types, for example still or moving images, written text, sound
• visual presentation, for example concept map, graphic organiser, poster
• test
• essay
• debate
• data analysis
• evaluation of research

UNIT 2
SELF AND OTHERS

A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

AREAS OF STUDY
1. Interpersonal and group behaviour
2. Intelligence and personality

Outcome 1
On completion of this unit the student should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2
On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

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

Assessment tasks for this unit are selected from the following:
• research investigation
• annotated folio of practical activities
• media response
• oral presentation using two or more data types, for example still or moving images, written text, sound
• visual presentation, for example concept map, graphic organiser, poster
• test
• essay
• debate
• data analysis
• evaluation of research
UNIT 1
ARTISTIC INSPIRATION & TECHNIQUES

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art-making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

AREAS OF STUDY
1. Developing Art Ideas
2. Materials and techniques
3. Interpretation of art ideas and use of materials and techniques

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Outcome 2
On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Outcome 3
On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The assessment task for Outcomes 1 and 2 is:
• a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.
Assessment tasks for Outcome 3 are:
• an extended response;
• short-answer responses.
Assessment tasks for Outcome 3 should include visual material.

UNIT 2
DESIGN EXPLORATION & CONCEPTS

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

AREAS OF STUDY
1. Design exploration
2. Ideas and styles in artworks

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1
On completion of this unit the student should be able to develop a design process including visual research and inquiry in order to produce a variety of design explorations and a number of artworks.

Outcome 2
On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Demonstration of achievement of Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. The assessment task for Outcome 1 is:
• a folio including design explorations and artworks.
Assessment tasks for Outcome 2 are:
• an extended response;
• short-answer responses.
Assessment tasks for Outcome 2 should include visual material.
## UNIT 1
### THEATRICAL STYLES OF THE PRE-MODERN ERA

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Periods from the pre-modern era of theatre include Ancient Greek theatre, Roman theatre, Liturgical drama such as morality/miracle/mystery plays, Italian theatre and the Commedia Dell’Arte, Elizabethan and Shakespearean theatre, Restoration comedies and dramas, Neo-classical theatre, Spanish and French theatre and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki.

The term ‘playscript’ refers to play/s and/or excerpts from play/s.

### Stagecraft

In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

**Outcome 1**
On completion of this unit the student should be able to identify and describe the distinguishing features of playscripts from the pre-modern era.

**Outcome 2**
On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

**Outcome 3**
On completion of this unit the student should be able to analyse a performance of a playscript.

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

## UNIT 2
### THEATRICAL STYLES OF THE MODERN ERA

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

Theatrical styles in the modern era include Naturalism/Realism, Expressionism, Theatre of the Absurd, Epic Theatre, physical theatre, political theatre, feminist theatre, and Eclectic theatre (contemporary theatre that crosses traditional boundaries). Modern theatre has been influenced by practitioners such as Ibsen, Strindberg, Stanislavsky, Chekhov, Brecht, Jarry, Pinter, Beckett, Anouilh, Grotowski, Artaud, Craig, Churchill, Hewitt, Kane, Cusack and Rayson.

The term ‘playscript’ refers to play/s and/or excerpts from play/s.

### Stagecraft

In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students apply stagecraft to interpret a playscript and consider the impact of stagecraft on audiences.

**Outcome 1**
On completion of this unit the student should be able to identify and describe the distinguishing features of playscripts from the modern era of theatre.

**Outcome 2**
On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

**Outcome 3**
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript.

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

**Levels of Achievement**
**Units 1 and 2**
Individual school decision on levels of achievement.
### UNIT 1
**INTRODUCTION TO VISUAL COMMUNICATION DESIGN**

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

#### AREAS OF STUDY
1. Design as a means of communication
2. Design elements and design principles
3. Visual communication design in context

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

**Outcome 1**
On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

**Outcome 2**
On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

**Outcome 3**
On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

#### ASSESSMENT
Assessment tasks for this unit are selected from the following:
- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials.

### UNIT 2
**APPLICATIONS OF VISUAL COMMUNICATION DESIGN**

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

#### AREAS OF STUDY
1. Technical drawing in context
2. Type and imagery
3. Applying the design process

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

**Outcome 1**
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

**Outcome 2**
On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**Outcome 3**
On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

#### ASSESSMENT
Assessment tasks for this unit are selected from the following:
- folio of typography and image ideas and concepts created using manual and digital methods
- folio of technical drawings created using manual and/or digital methods
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process created using manual and/or digital methods
- final presentations of visual communications.
VCE VET programs are designed to provide a more vocational VCE and to prepare young people for the workplace of the future. VCE VET programs expand opportunities for senior secondary students, assist students in meeting the needs of Australian workplaces, and link students to industry and training providers through VCAA approved programs that lead to nationally recognised qualifications.

Students undertaking a VCE VET program have the opportunity to receive both a senior secondary certificate (VCE or VCAL) and a nationally portable VET qualification. The following table provides a summary of the VCE VET programs available for enrolment in 2014 on VASS in certificate type ‘VES’. Some of these VCE VET programs offer a study score as indicated below:

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>Certificate Code &amp; Title</th>
<th>Study Score Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Horticulture, Conservation &amp; Land Management</td>
<td>AHC20110 Certificate II in Agriculture</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>AHC20410 Certificate II in Horticulture</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>AHC201010 Certificate II in Conservation and Land Management</td>
<td>✓</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>ACM20110 Certificate II in Animal Studies</td>
<td>✓</td>
</tr>
<tr>
<td>Automotive</td>
<td>22015VIC Certificate II in Automotive Technology Studies (Pre-vocational)</td>
<td>✓</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>21844VIC Certificate II in Building and Construction (Pre-apprenticeship) (partial completion)</td>
<td>✓</td>
</tr>
<tr>
<td>Business</td>
<td>BSB20107 Certificate II in Business and selected units of competency from Certificate III in Business</td>
<td>✓</td>
</tr>
<tr>
<td>Cisco</td>
<td>CISCO1 Cisco (Discovery and Exploration)</td>
<td>✓</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC20108 Certificate II in Community Services and selected units of competency from Certificate III in Community Services Work and Certificate III in Children's Services</td>
<td>✓</td>
</tr>
<tr>
<td>Dance*</td>
<td>21764VIC Certificate II in Dance</td>
<td>✓</td>
</tr>
<tr>
<td>Engineering*</td>
<td>22019VIC Certificate II in Engineering Studies</td>
<td>✓</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>21908VIC Certificate II in Equine Industry</td>
<td>✓</td>
</tr>
<tr>
<td>Furnishing</td>
<td>LMF20309 Certificate II in Furniture Making and selected units of competency from Certificate III in Furniture Making</td>
<td>✓</td>
</tr>
<tr>
<td>Health</td>
<td>HLT21207 Certificate II in Health Support Services</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HLT32407 Certificate III in Allied Health Assistance</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HLT32507 Certificate III in Health Services Assistance</td>
<td>✓</td>
</tr>
</tbody>
</table>
**YEAR 11 HANDBOOK – VCE UNITS 1 & 2**

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>Certificate Code &amp; Title</th>
<th>Study Score Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitality</strong></td>
<td>SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIT20307 Certificate II in Hospitality (Kitchen Operations)</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Information Technology</strong>*</td>
<td>ICA20105 Certificate II in Information Technology</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>ICA30105 Certificate III in Information Technology (partial completion)</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Integrated Technologies</strong></td>
<td>22071VIC Certificate II in Integrated Technologies</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Interactive Digital Media</strong></td>
<td>CUF20107 Certificate II in Creative Industries (Media)</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>CUF30107 Certificate III in Media</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Laboratory Skills</strong></td>
<td>MSL30109 Certificate III in Laboratory Skills</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>CUS20109 Certificate II in Music</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>CUS30109 Certificate III in Music</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>CUS30209 Certificate III in Technical Production</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Small Business</strong></td>
<td>21956VIC Certificate II in Small Business (Operations/Innovation)</td>
<td>✗</td>
</tr>
<tr>
<td><strong>Sport &amp; Recreation</strong></td>
<td>SIS20210 Certificate II in Outdoor Recreation</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>SIS20310 Certificate II in Sport and Recreation</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>SIS30510 Certificate III in Sport and Recreation</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Qualifications contained in these VCE VET programs will change for implementation from 2013.*

Up to eight VCAA endorsed VCE VET units may be included in a student’s VCE program. However only one VCE VET Unit 3 & 4 sequence may be included in the **Primary Four** in an ATAR determination. The only students undertaking Year 12 at Vermont Secondary College who may take VCE Vet units 3 & 4, are those who have taken Units 1 & 2 in the VCE VET study.

For the VET studies that have a study score associated with Units 3 & 4, the scored assessment must be taken for that study to be included in the ATAR. VET studies that do not have scored assessment at Units 3 & 4, contribute to the ATAR as an increment. The increment is taken as 10% of the average study score of the **Primary Four**.

**VCE studies only contribute to the ATAR if both Units 3 & 4 have been satisfactorily completed.**

Students entering Year 10 - 12 who wish to continue with their VET program must:

(i) Register with The Pathways Team.
(ii) Include the VET study on their Web Preferences Application.
(iii) Apply for their VET study directly, through The Pathways Team.
(iv) Pay the designated application fee prior to commencing the study.
(v) Some VET programs have additional equipment, material and uniform costs which are paid directly to the provider. Details of these costs may be obtained from The Pathways Team.

**FOR MORE INFORMATION PLEASE CONTACT MS REBECCA EAMES, DIRECTOR OF PATHWAYS AND TRANSITIONS, VIA eamesr@vermontsc.vic.edu.au OR ON (03) 8872 6321.**