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The commencement of VCE studies is an exciting period in the lives of our young people. It provides opportunities to grapple with important ideas about the world and our place in it and invites students to explore concepts in increasingly sophisticated ways.

In addition to the construction of new understandings, those undertaking this course of study start the process of shaping a more defined career pathway. Subject selection for VCE is the vital first step in ensuring our young people have access to their preferred pathway; and for this reason, students require the support of the college and their families and carers.

Subject selection can be a daunting prospect, particularly as it requires our students to make some important decisions about what they would like their future working-lives to look like. In our experience however, the students at this college have approached this critical challenge with maturity, initiative and an outstanding capacity to actively carve out a strategic Pathway.

By this point in the year, students have been involved in Careers Fast Track. This program has encouraged them to identify their own strengths, values and passions and map them to a range of careers. They’ve explored options for post-secondary study and training that aligns with those aspirations and been given advice around the VCE subjects that provide access to those tertiary courses. As a further support, students have also had an individual interview with a Fast Track counsellor. That has allowed them to formalise career goals and clarify their pathways planning.

With this groundwork established, students are now responsible for carefully reading this document and making their VCE subject selections. It is important to ensure that these choices are informed by thoughtful consideration, careful research and pathways advice.

We would encourage students and the college community to view this handbook not as a stand-alone resource, but rather as just one in a larger suite of supports. On the evening of Wednesday July 25, VSC hosts our annual ‘Subject Expo’. You are invited to attend this important event where you will have the opportunity to talk to VCE teaching staff across all faculties. In this forum, you will be able to access specialised knowledge about the content and assessment demands of the subjects offered at the college. It is our hope that this will supplement the broader brush-strokes provided in this document and further assist students in determining whether particular subjects are a ‘good fit’ for them.

Subject selection is undoubtedly an important facet of building a career that is meaningful. But success in school and beyond requires more than doing ‘the right’ subjects. Resilience, tenacity, integrity and discipline are also crucial, and it’s fundamental that students understand, and families reinforce that it is the consistent practice of these traits and behaviours that will have significant power to shape their futures.

We wish all of our students the best as they take this first step towards the commencement of VCE.

Suzanne Plant  
Assistant Principal

Tarnya Greer  
Head of Learning and Teaching
## Possible English Pathways – from Year 10 to Year 12 revised 17/5/18

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<th>Year 10 EAL group* (EAL students only) or Year 10 English &amp; EAL Elective</th>
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**EAL:** the English as an Additional Language (EAL) pathway is only available to students who have been informed that they qualify for this option. The “Year 10 EAL group” would be taken instead of “Year 10 English,” however this class will only run if there are sufficient numbers. **Advanced placement:** the Advanced Placement Literature or English Language (Units 1 to 4) pathway options above are only available to recommended students & through consultation with the relevant Pathways and faculty staff.
## UNIT 1

**DESCRIPTION:**
English students read and respond to set texts analytically and creatively. In addition, they analyse argument and the use of persuasive language in texts and create their own texts intended to position audiences.

**OUTCOMES:**
1. Reading and creating texts - Produce analytical and creative response to texts
2. Analysing and presenting - Analyse argument and create a spoken persuasive text

**ASSESSMENT TASKS:**
1. Analytical response to set text
2. Analysis of argument and language
3. Creative Response to Set Text
4. Oral Presentation of an argument

---

## UNIT 2

**DESCRIPTION:**
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

**OUTCOMES:**
1. Reading and comparing texts - Compare the presentation of ideas, issues and themes in set texts
2. Analysing and presenting - Analyse argument and create a written persuasive text

**ASSESSMENT TASKS:**
1. Construct a written argument
2. Comparative analysis of set texts
3. Analysis of argument and language
4. Semester 2 Examination

---

## UNIT 3

**DESCRIPTION:**
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

**OUTCOMES:**
1. Reading and creating texts - Produce analytical and creative responses to set texts
2. Analysing argument - Analyse and compare argument and language in media texts

**ASSESSMENT TASKS:**
1. Analytical response to set text
2. Creative response to set text
3. Analysis of argument and language

---

## UNIT 4

**DESCRIPTION:**
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

**OUTCOMES:**
1. Reading and Comparing Texts - Comparative text essay
2. Presenting Argument - Persuasive oral presentation based on current media issue

**ASSESSMENT TASKS:**
1. Oral Presentation of an argument
2. Comparative analysis of set texts
3. VCAA Examination - External

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Cost Involved: Unit 1 & 2 $30.00

Cost Involved: Unit 3 & 4 $37.00

**Excursion/Incursion costs throughout the semesters**

### UNIT 1

**DESCRIPTION:**
In this unit, students explore how meaning is created in a text. They read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in written and spoken texts and create their own persuasive texts intended to position specific audiences. Students develop their skills in creating written, spoken and multimodal texts.

**OUTCOMES:**
1. Reading and creating texts - Produce analytical and creative responses to selected texts
2. Analysing and presenting - Analyse argument and create a spoken persuasive text

**ASSESSMENT TASKS:**
1. Analytical Response to film text
2. Analysis of argument and language
3. Creative Response to set text
4. Oral Presentation of an argument

### UNIT 2

**DESCRIPTION:**
English students analyse how texts construct meaning, convey ideas and values, and are open to a range of interpretations. Students demonstrate their knowledge and understanding of selected texts through analytical, creative and comparative written responses. Students analyse the use of language in texts that present a point of view on a current issue in the media and construct a sustained point of view on the issue.

**OUTCOMES:**
1. Reading and comparing texts - Compare the presentation of ideas, issues and themes in set texts
2. Analysing and presenting - Analyse argument and create a written persuasive text

**ASSESSMENT TASKS:**
1. Construct a written argument
2. Comparative analysis of set texts
3. Analysis of argument and language
4. Semester 2 Examination

### UNIT 3

**DESCRIPTION:**
In this unit, students read and respond to texts analytically or creatively. They analyse arguments and the use of persuasive language in texts. Students also develop and refine their listening comprehension, using active listening skills to understand and record information, ideas and opinions presented in spoken texts.

**OUTCOMES:**
1. Reading and creating texts
2. Analysing argument
3. Listening to texts

**ASSESSMENT TASKS:**
1. Written analytical interpretation of film text 'Rear Windows'
2. Analysis and comparison of argument and language in media texts
3. Comprehension of spoken texts through short answers and summary

### UNIT 4

**DESCRIPTION:**
Students investigate English language in contemporary Australia, along a continuum of registers. They consider language as a means of social interaction, exploring how through writing and speech we communicate information, ideas and attitudes. They focus on the role of language in different identities, including personal, cultural and national varieties, in a range of texts. The roles of Standard and nonStandard English are considered as are a wide range of other language features.

**OUTCOMES:**
1. Reading and comparing texts - Compare the presentation of ideas, issues and themes in set texts
2. Presenting argument - A point of view presented in oral form and written statement of intention

**ASSESSMENT TASKS:**
1. Point-of-view oral presentation and written statement
2. Comparative essay
3. VCAA Examination - External

Costs Involved: Unit 1 & 2 **Excursion/Incursion throughout semester**

Costs Involved: Unit 3 & 4 **Excursion/Incursion throughout semester**

**UNIT 1**

**DESCRIPTION:**
Students explore the nature and functions of the English language. The relationship between the dominant modes of speech and writing, and the impact of situational and cultural contexts on language choice are also considered. They investigate children's ability to acquire language across a range of subsystems, and theories relating to this process. They consider factors contributing to language change over time and the globalisation of English, as well as the impact of this on other languages.

**OUTCOMES:**
1. Language: Nature and Functions - Identify and describe aspects of the nature and functions of language
2. Language Acquisition - Describe and discuss processes of and views on language acquisition

**ASSESSMENT TASKS:**
1. Language Features Test
2. Language Acquisition Essay
3. Examination

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**UNIT 3**

**DESCRIPTION:**
Students investigate English language in contemporary Australia, along a continuum of registers. They consider language as a means of social interaction, exploring how through writing and speech we communicate information, ideas and attitudes. They focus on the role of language in different identities, including personal, cultural and national varieties, in a range of texts. The roles of Standard and nonStandard English are considered, as are a wide range of other language features.

**OUTCOMES:**
1. Informal Language
2. Formal Language

**ASSESSMENT TASKS:**
1. Identify and analyse features of informal spoken and written language
2. Identify and analyse features of formal spoken and written language

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**UNIT 2**

**DESCRIPTION:**
Students explore the nature and functions of the English language. The relationship between the dominant modes of speech and writing, and the impact of situational and cultural contexts on language choice are also considered. They investigate children's ability to acquire language across a range of subsystems, and theories relating to this process. They consider factors contributing to language change over time and the globalisation of English, as well as the impact of this on other languages.

**OUTCOMES:**
1. Language Across Time - Describe language change and analyse attitudes to this process
2. Englishes In Contact - Describe and explain the effects of the global spread of English

**ASSESSMENT TASKS:**
1. Language Change Task
2. Language Globalisation Task
3. Unit 2 Examination

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**UNIT 4**

**DESCRIPTION:**
Students investigate English language in contemporary Australia, along a continuum of registers. They consider language as a means of social interaction, exploring how through writing and speech we communicate information, ideas and attitudes. They focus on the role of language in different identities, including personal, cultural and national varieties, in a range of texts. The roles of Standard and nonStandard English are considered, as are a wide range of other language features.

**OUTCOMES:**
1. Language Variation in Society - Investigate and analyse Australian Englishes and attitudes to them
2. Individual and Group Identity - Analyse how language choices reflect and construct identities

**ASSESSMENT TASKS:**
1. Short answer responses and expository response on Language variation in Australian society
2. Semester 2 Examination
3. Short answer and analytical commentary on Individual and group identities
4. VCAA Examination - External

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**Costs Involved:**
Unit 1 & 2 $10.00

**Costs Involved:**
Unit 3 & 4 $10.00

**Excursion/Incursion costs throughout the semesters**

**UNIT 1**

**DESCRIPTION:**
Literature focuses on the meaning derived from texts, their contexts, the relationship between texts, and the experiences the reader brings to the texts. Students will undertake close reading of texts and analyse how language and literary elements function. Emphasis is placed on recognising complexity and meaning in a range of literary forms. The study provides opportunities for reading widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

**OUTCOMES:**
1. Reading Practices - Respond to a range of texts and reflect on influences that shape them
2. Ideas and Concerns in texts - Analyse how texts comment on the ideas and concerns of society

**ASSESSMENT TASKS:**
1. Reading Practices
2. How Meaning is Made
3. Understanding Literary Criticism
4. Views and Values critical response
5. Semester 1 Examination

**UNIT 2**

**DESCRIPTION:**
Literature focuses on the meaning derived from texts, their contexts, the relationship between texts, and the experiences the reader brings to the texts. Students will undertake close reading of texts and analyse how language and literary elements function. Emphasis is placed on recognising complexity and meaning in a range of literary forms. The study provides opportunities for reading widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

**OUTCOMES:**
1. Texts, Readers & Contexts - Critical and creative response to a text from a past era
2. Connections between texts - Compare texts and how they influence each other

**ASSESSMENT TASKS:**
1. Creative task & reflective commentary
2. Critical response
3. Semester 2 Examination

**UNIT 3**

**DESCRIPTION:**
Literature focuses on the meaning derived from texts, their contexts, the relationship between texts, and the experiences the reader brings to the texts. Students will undertake close reading of texts and analyse how language and literary elements function. Emphasis is placed on recognising complexity and meaning in a range of literary forms. The study provides opportunities for reading widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

**OUTCOMES:**
1. Adaptations & Transformations: Comparative
2. Adaptations & Transformations: Creative

**ASSESSMENT TASKS:**
1. Analyse how meaning changes when the form of a text changes
2. Analyse how meaning changes when the form of a text changes

**UNIT 4**

**DESCRIPTION:**
Unit 4 focuses on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They also focus on detailed scrutiny of the language, style, concerns and construction of texts, examining the ways specific textual features contribute to their overall interpretation.

**OUTCOMES:**
1. Interpret a text using different literary perspectives to inform their view
2. Analyse features of texts and develop and justify interpretations of texts

**ASSESSMENT TASKS:**
1. A written interpretation of a text, using two different perspectives to inform their response
2. A written interpretation of a text, supported by close textual analysis
3. A written interpretation of a different text from SAC 2, supported by close textual analysis
4. VCAA Examination - External

Elective Fee $30.00 for Unit 3 & 4

Costs Involved: Unit 3 & 4 $30.00

# MATHEMATICS – SELECTION OVERVIEW

## MATHEMATICS OFFERINGS

**UNITS 1 & 2 (in 2019)**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

**UNITS 3 & 4 (in 2020)**
- 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>General Mathematics</td>
<td>General Mathematics or Nil</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>Mathematical Methods or Extension Mathematics</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Further Mathematics or Nil</td>
</tr>
<tr>
<td>Mathematical Methods or Extension Mathematics</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods or Extension Mathematics</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4 AND Specialist Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods or Extension Mathematics</td>
<td>Mathematical Methods Units 1 &amp; 2</td>
<td>Mathematical Methods Units 3 &amp; 4 AND Specialist Mathematics</td>
</tr>
</tbody>
</table>

- **GENERAL MATHEMATICS** (Year 11) and **FURTHER MATHEMATICS** (Year 12) involve the study of noncalculus based topics such as data analysis, linear relations and financial mathematics.

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

- **SPECIALIST MATHEMATICS** Units 1 & 2 can only be studied in conjunction with **MATHEMATICAL METHODS** Units 1 & 2.

- **SPECIALIST MATHEMATICS** Units 3 & 4 is designed to be taken in conjunction with Mathematical Methods Units 3 & 4 and assumes students have completed both Mathematical Methods and Specialist Mathematics Units 1 & 2.
### UNIT 1
#### GENERAL MATHEMATICS

**DESCRIPTION:**
Prepares students for a broad range of courses of study involving relevant topics such as Statistics and Financial Mathematics. This course provides students with the skills required to undertake Year 12 studies in Further Mathematics Units 3 & 4.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Univariate Data
2. Linear Relations and Equations
3. Matrices
4. Linear Graphs
5. Examination 1 (Multiple Choice)
6. Examination 2 (Extended Response)

### UNIT 2
#### GENERAL MATHEMATICS

**DESCRIPTION:**
This Unit prepares students for a broad range of courses of study involving relevant topics such as Statistics and Financial Mathematics. This course provides students with the skills required to undertake Year 12 studies in Further Mathematics Units 3 & 4.

**OUTCOMES:**
1. Define key concepts and apply mathematical procedures
2. Apply concepts and techniques to analyse problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Shape and Measurement
2. Bivariate Data
3. Trigonometry
4. Financial Mathematics
5. Examination 1 (Multiple Choice)
6. Examination 2 (Extended Response)

### UNIT 3
#### FURTHER MATHEMATICS

**DESCRIPTION:**
Students will investigate data distributions of one or more variables to analyse statistical models by using technology. These will include data analysis, associations between two variables and time series. Students will study recursion and financial modelling in a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Application Task
2. Modelling or problem solving task

### UNIT 4
#### FURTHER MATHEMATICS

**DESCRIPTION:**
This area of study will comprise two modules selected from 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement', and 'Graphs and relations'. Students should have an understanding of both by-hand and technology approaches to solving problems.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Modelling or problem solving task
2. Modelling or problem solving task
3. VCAA Examination - External

**Costs Involved:**
- **Unit 1 & 2:** $20.00 & *competitions (optional)
- **Unit 3 & 4:** $30.00 & *competitions (optional)

## MATHEMATICAL METHODS

### UNIT 1

**DESCRIPTION:**
Students will explore elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply a variety of techniques, routines and processes both with and without appropriate technology. Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Linear Functions and Coordinate Geometry
2. Quadratic Functions
3. Graphs, Functions and Relations
4. Polynomials and Transformations
5. An Investigation into Polynomials
6. Probability
7. Unit 1 Examination 1 (Technology Free)
8. Unit 1 Examination 2 (Technology Active)

### UNIT 2

**DESCRIPTION:**
Students will explore elementary functions of a single real variable, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply a variety of techniques, routines and processes both with and without appropriate technology.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Exponential and Logarithmic Functions
2. Circular Functions
3. Matrices and Transformations
4. Introduction to Calculus
5. Applications of Calculus
6. Unit 2 Examination 1 (Technology Free)
7. Unit 2 Examination 2 (Technology Active)

### UNIT 3

**DESCRIPTION:**
Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Application Task

### UNIT 4

**DESCRIPTION:**
Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse nonroutine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Modelling or problem solving task - Integration
2. Modelling or problem solving task - Probability and Statistics
3. VCAA Examination - External

**Costs Involved:**
- Unit 1 \& 2 $20.00 & *competitions (optional)
- Unit 3 \& 4 $30.00 & *competitions (optional)

### UNIT 1

**DESCRIPTION:**
Students apply techniques, routines and processes involving rational, real and complex arithmetic, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Algebra
2. Number and Proof
3. Geometry
4. Complex Numbers
5. Unit 1 Examination 1 (Technology Free)
6. Unit 1 Examination 2 (Technology Active)

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### UNIT 2

**DESCRIPTION:**
Students apply techniques, routines and processes involving rational, real and complex arithmetic, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Vectors
2. Kinematics
3. Mechanics
4. Trigonometry
5. Graphing Techniques
6. Unit 2 Examination 1 (Technology Free)
7. Unit 2 Examination 2 (Technology Active)

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### UNIT 3

**DESCRIPTION:**
Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse non-routine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Application Task
2. Modelling or problem solving task
3. VCAA Examination - External

### UNIT 4

**DESCRIPTION:**
Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology.

**OUTCOMES:**
1. Define key concepts and apply a range of mathematical procedures
2. Apply concepts and techniques to analyse nonroutine problems
3. Select and use technology to develop mathematical ideas

**ASSESSMENT TASKS:**
1. Modelling or problem solving task
2. Modelling or problem solving task - Mechanics
3. VCAA Examination - External

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**Costs Involved:**
- Unit 1 & 2 $20.00 & *competitions (optional)
- Unit 3 & 4 $60.00 (includes Edrolo)
  & *competitions (optional)

### Possible Pathways for Science at VSC

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</table>
| **Biology to Year 12** | Year 10 Biology  
OR  
Chemistry  
**Recommended:**  
Both above units should be undertaken | Unit 1 & 2 Biology  
Unit 3&4 Biology  
**Recommended:**  
Unit 1&2 Chemistry  
**and/or**  
Unit 1&2 Physics | Unit 3&4 Biology  
Unit 3&4 Chemistry  
**and/or**  
Unit 3&4 Physics |
| **Advanced placement in Biology** | Unit 1 & 2 Biology  
&  
10 Physics  
**and/or**  
Chemistry | Unit 3&4 Biology  
Unit 1&2 Chemistry  
**and/or**  
Unit 1&2 Physics | Unit 3&4 Chemistry  
Unit 3&4 Physics |
| **Chemistry to Year 12** | Chemistry  
**Recommended:**  
10 Math Methods | Unit 1 & 2 Chemistry  
**Recommended:**  
Unit 1 & 2 Math Methods | Unit 3 & 4 Chemistry |
| **Physics to Year 12** | Year 10 Physics  
**Recommended:**  
10 Math Methods | Unit 1 & 2 Physics  
**Recommended:**  
Unit 1&2 Math Methods | Unit 3 & 4 Physics |
| **Advanced placement in Physics** | Unit 1&2 Physics  
**Recommended:**  
10 Chemistry & 10 Math Methods | Unit 3&4 Physics  
**Recommended:**  
Unit 1&2 Math Methods  
**and/or**  
Unit 1&2 Specialist Math  
**Optional**  
Unit 1&2 Chemistry | Unit 3&4 Chemistry |
| **Psychology to Year 12** | Year 10 Introduction to Psychology  
**Recommended:**  
10 Biology  
**or**  
10 Issues in Science | Unit 1&2 Psychology  
**Recommended:**  
Unit 1&2 Psychology | Unit 3&4 Psychology |
| **Advanced placement in Psychology** | Unit 1&2 Psychology | Unit 3&4 Psychology  
**Optional:**  
Unit 1&2 Biology | Unit 3&4 Biology  
**Optional:**  
Unit 3&4 Biology |
**UNIT 1**

**DESCRIPTION:**
In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism's survival. Students investigate how a diverse group of organisms form a living interconnected community. They consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

**OUTCOMES:**
1. Functioning organisms - Investigate and explain how cell structures and systems sustain life
2. Sustaining life - Explain how adaptations allow for survival of a species
3. Practical Investigation - Conduct investigation into survival of organism or species

**ASSESSMENT TASKS:**
1. Microscopes and Cells SAC
2. Cell membranes SAC
3. Energy conversions SAC
4. Self-Designed Thermoregulation Investigation
5. End of Semester Examination

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**UNIT 2**

**DESCRIPTION:**
In this unit students focus on reproduction on a cellular level, comparing and contrasting asexual and sexual reproduction. The use of stem cells in biotechnologies is established and debated. Chromosomal studies are used to analyse patterns of inheritance and the use of biotechnologies in fertility practices is explored. Students also undertake an investigation into an area of an issue associated with genetics or a reproductive science.

**OUTCOMES:**
1. Continuity of life - Compare asexual and sexual reproduction on a cellular level
2. Investigations of Inheritance - Investigate patterns of inheritance
3. Investigation - Complete an investigation into an issue related to genetics

**ASSESSMENT TASKS:**
1. Mitosis investigation 1
2. Meiosis investigation 2
3. Inheritance Test
4. Investigation into genetics and ethics
5. Semester Examination

---

**UNIT 3**

**DESCRIPTION:**
In this unit, students investigate the workings of the cell from several perspectives. They explore the cellular membrane and it behaviour, the chemistry of the cell in relation to nucleic acids and proteins. The specificity of enzymes and their substrates, the response of receptors to signalling molecules and the human response to foreign markers is also examined.

**OUTCOMES:**
1. Cellular Processes - Analyse and evaluate investigations on biochemical processes
2. Cell Communication - Explain the coordination and immune response of the human system

**ASSESSMENT TASKS:**
1. Analyse and evaluate investigations on biochemical processes
2. Explain the coordination and immune response of the human system

---

**UNIT 4**

**DESCRIPTION:**
In this unit students consider the relatedness between species and the impact of various change events on a population’s gene pool.

**OUTCOMES:**
1. Species Relatedness - Investigate evidence of species interrelatedness
2. Biotechnology - Investigation into biotechnology techniques and their applications
3. Practical Investigation - Design and undertake a student-directed practical investigation

**ASSESSMENT TASKS:**
1. Self-design investigation
2. Report
3. Test
4. VCAA Examination - External

**Costs Involved:**
- Unit 1 & 2: $0.00 & *competitions (optional)
  **Excursion/Incursion costs throughout the semesters**
- Unit 3 & 4: $30.00 & *competitions (optional)
  **Excursion/Incursion costs throughout the semesters**

## UNIT 1

**DESCRIPTION:**
In this unit, students investigate the chemical properties of a range of materials with different bonding. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts in chemistry and apply their knowledge to masses and composition of substances. A research investigation is also undertaken that draws upon the introduced content.

**OUTCOMES:**
1. Properties of elements - Relate the periodic table to element properties
2. Versatile non-metals - Explain properties of organic compounds
3. Research investigation - Investigate the properties of materials

**ASSESSMENT TASKS:**
1. Practical Investigations
2. Problems in Chemistry
3. Tests
4. Research Investigation
5. Semester Examination

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## UNIT 2

**DESCRIPTION:**
Students investigate water as the universal solvent on Earth. They explore the physical and chemical properties of water and the reactions in water and various methods of water analysis. The use of chemical terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments is used to discuss chemical phenomena.

**OUTCOMES:**
1. Properties of water - Investigate the properties of water and reactions that occur in water
2. Analysing water - Explore a range of techniques for analysing water
3. Practical Investigation - Complete an investigation using water analysing techniques

**ASSESSMENT TASKS:**
1. Practical Investigations
2. Problems in Chemistry
3. Tests
4. Water Quality Practical Investigation
5. Semester Examination

## UNIT 3

**DESCRIPTION:**
In this unit, students compare and evaluate the different chemical energy resources, investigating combustion of fuels, consider and design galvanic, fuel and electrolytic cells. Manufacturing processes are explored in terms of factors that affect rates of reaction. The use of chemical language is employed throughout the unit to discuss chemical phenomena.

**OUTCOMES:**
1. Energy Production - Comparison of energy technologies and evaluation
2. Maximising Chemical Yield - Explore factors that increase efficiency of chemical manufacturing

**ASSESSMENT TASKS:**
1. Comparison of energy technologies and evaluation
2. Explore factors that increase efficiency of chemical manufacturing

## UNIT 4

**DESCRIPTION:**
Students study organic structures representations and naming. Instrumental analyses of organic compounds determine organic structures, and volumetric analyses determine the concentrations of chemicals. Reaction pathways are investigated and pathways to produce particular compounds are identified. The chemical structures of food and the reactions in which they are broken down and the in which they are rebuilt are studied. Calorimetry is used to determine the energy released in the combustion.

**OUTCOMES:**
1. Carbon chemistry - Investigations of organic molecules and their reaction pathways
2. Food chemistry - Investigations into the chemical structures of key food molecules
3. Practical Investigation - Design and undertake a student-directed practical investigation

**ASSESSMENT TASKS:**
1. Practical Investigation
2. Test-Food Chemistry
3. Experiment report and test- Organic chemistry
4. VCAA Examination - External

**Costs Involved:**
- Unit 1 & 2: $30.00 & *competitions (optional)*
- Unit 3 & 4: $30.00 & *competitions (optional)*

**Excursion/Incursion costs throughout the semesters**

UNIT 1

DESCRIPTION:
In this unit, students explore how physics explains phenomena at various scales. They examine some fundamental ideas and models used by physicists to understand and explain the world. Students consider thermal concepts by investigating heat, investigate and explain electricity and consider the origins matter. Students undertake a quantitative investigation involving an area of study.

OUTCOMES:
1. Thermodynamic principles - Analyse, interpret and explain changes in thermodynamics
2. Electric circuits - Investigate and apply a DC circuit model to analyse electricity
3. Formation of matter - Explain the origin and nature of atoms and subatomic particles

ASSESSMENT TASKS:
1. Electricity Problem Solving Tasks
2. Electricity Practical Work
3. Electricity Test
4. Therodynamics Problem Solving Tasks
5. Therodynamics Practical Work
6. Thermodynamics Test
7. Matter Problem Solving Tasks
8. Matter Practical Work
9. Matter Test
10. Semester Examination

UNIT 2

DESCRIPTION:
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which will lead to other experiments. The way forces are involved in both moving and stationary objects are analysed and students pursue an area of interest in investigating a selected question.

OUTCOMES:
1. Motion - Use the Newtonian model to describe motion
2. Option Complete one option from the Unit 2 list
3. Investigation - Complete a self-designed practical investigation

ASSESSMENT TASKS:
1. Motion Problem Solving Tasks
2. Motion Practical Work
3. Motion Tests
4. Options Presentation and Research
5. Extended Investigation
6. Semester Examination

UNIT 3

DESCRIPTION:
In this unit students explore the micro and macro-level of the nervous system and its influence on behaviour, and the way people experience the world. The effect of stress on a person’s psychological functioning is considered and its management is explored. The relationship between memory and learning is investigated, as well as their impact on the acquisition of new knowledge, capacities and changing of behaviours.

OUTCOMES:
1. Fields - Analyse gravitational, electric and magnetic fields, and use these to explain various phenomena
2. Electrical Energy - Analyse and evaluate an electricity generation and distribution system
3. Motion - Investigate and analyse motion and energy using Newton’s laws and Einstein’s theory of special relativity

ASSESSMENT TASKS:
1. Analyse gravitational, electric and magnetic fields, and use these to explain various phenomena
2. Analyse and evaluate an electricity generation and distribution system
3. Investigate and analyse motion and energy using Newton's laws and Einstein’s theory of special relativity

UNIT 4

DESCRIPTION:
In this unit students explore the wave and particle theories to model the properties of light and matter. Everyday concepts of the physical world are explored from new perspectives. Investigations that explore at least two variables are undertaken.

OUTCOMES:
1. Waves and Light - Apply wave concepts to analyse, interpret and explain light
2. Light and Matter Similarities - Explore the major practical that describe light behaviour
3. Practical Investigation - Design and undertake a student directed practical investigation

ASSESSMENT TASKS:
1. Practical Investigation
2. Response to structured questions
3. Test
4. VCAA Examination - External

Costs Involved: Unit 1 & 2 *competitions (optional)
**Excursion/Incursion costs throughout the semesters

**UNIT 1**

**DESCRIPTION:**
In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider situations where psychological development may not occur as expected. Students examine classical and contemporary studies as well as models and theories that have contributed to our understanding.

**OUTCOMES:**
1. Sensation and perception - Compare the sensations and perceptions of vision and taste
2. Social cognition - Identify and analyse factors that affect human behaviours
3. Practical investigation - Design and undertake a student directed practical investigation

**ASSESSMENT TASKS:**
1. Visual Perception Poster
2. Social Influences Portfolio Test
3. Attitudes Test
4. Student Directed Investigation
5. Semester Examination

**UNIT 2**

**DESCRIPTION:**
This unit investigates the factors that influence a person's perception of their world, with particular focus of visual (sight) and gustation (taste) and how these perceptions may be distorted. It also looks at how people are influenced to behave, specifically the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.

**OUTCOMES:**
1. Sensation and perception – compare the sensations and perceptions of vision and taste.
2. Social recognition – identify and analyse factors that affect human behaviours
3. Practical investigation – design and undertake a student directed investigation

**ASSESSMENT TASKS:**
1. Visual perception poster
2. Social influences portfolio test
3. Attitudes in social cognition test
4. Students directed investigation
5. Examination

**UNIT 3**

**DESCRIPTION:**
In this unit, students explore the functioning of the nervous system and how it enables a person to interact with the world around them. They consider the impact of stress on psychological functioning and investigate how memories and learning lead to knowledge. Students undertake an investigation into mental processing and psychological functioning.

**OUTCOMES:**
1. Psychological Functioning - The Nervous System and human interaction with the environment
2. Learning and Remembering - The neural basis for learning and memory is explored

**ASSESSMENT TASKS:**
1. The Nervous System and human interaction with the environment
2. The neural basis for learning and memory is explored

**UNIT 4**

**DESCRIPTION:**
In this unit students examine the nature of consciousness and the role that sleep has on a person’s mental functioning. Students explore the concept of a mental health, with a particular focus on specific phobia disorder.

**OUTCOMES:**
1. Consciousness and Mental Processes - Explain consciousness as a continuum & the function & purpose of sleep
2. Mental Health - Explain the concepts mental health & mental illness
3. Practical Investigation - Design and undertake a student-directed practical investigation

**ASSESSMENT TASKS:**
1. Test
2. Media Response
3. VCAA Examination - External

**Costs Involved:**
- Unit 1 & 2 *competitions (optional)
- Unit 3 & 4 $30.00 & *competitions (optional)
- **Excursion/Incursions costs throughout the semesters**

## UNIT 1

**DESCRIPTION:**
Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information and then make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

**OUTCOMES:**
1. The role of accounting - Describe the resources required for a business and use accounting reports and other information to discuss the success of the business.
2. Recording financial data and reporting accounting information for a service business

**ASSESSMENT TASKS:**
May include a folio of exercises (manual methods and ICT), tests, case studies, presentations, structured questions and an examination.

## UNIT 2

**DESCRIPTION:**
Unit 2 develops knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

**OUTCOMES:**
1. Accounting for inventory - Record and report for inventory and discuss the effect of relevant financial and non-financial factors on business decisions.
2. Accounting for and managing accounts receivable and accounts payable - Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business.
3. Accounting for and managing non-current assets - Record and report for non-current assets and depreciation.

**ASSESSMENT TASKS:**
May include a folio of exercises (manual methods and ICT), tests, case studies, presentations, structured questions and an examination.

## UNIT 3

**DESCRIPTION:**
Unit 3 focuses on financial accounting for a trading business and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

**OUTCOMES:**
1. Recording and analysing financial data - Record data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
2. Preparing and interpreting accounting reports - Record transactions and prepare, interpret and analyse accounting reports for a trading business.

**ASSESSMENT TASKS:**
1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

## UNIT 4

**DESCRIPTION:**
Unit 4 further develops understanding of accounting for a trading business and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

**OUTCOMES:**
1. Extension of recording and reporting - Record data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. Budgeting and decision making - Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

**ASSESSMENT TASKS:**
1. Extension of recording & reporting
2. Budgeting & Decision making
3. VCAA Examination - External
4. **Excursion/Incursion costs throughout the semesters**

**Costs Involved:** Unit 3 & 4 $30.00


**Costs Involved:** Unit 1 & 2 **Excursion/Incursion costs throughout the semesters**
## UNIT 1

**DESCRIPTION:**
Unit 1 explores factors affecting business ideas and the internal and external environments within which businesses operate and the effect of these on planning a business. Students explore how business ideas are created and how conditions can be fostered for new business ideas to emerge. They will also consider factors from both the external environment (legal, political, social, economic and other factors) and the internal environment (business models, legal structures and staffing).

**OUTCOMES:**
1. The business idea - Investigate how business ideas are created
2. External environment - Describe the external environment, explain its effect
3. Internal environment - Describe the internal environment, analyse factors within it

**ASSESSMENT TASKS:**
1. The Business Idea SAC
2. External Environment SAC
3. SWOT Analysis Task
4. Examination

## UNIT 2

**DESCRIPTION:**
Unit 2 focuses on the establishment phase of a business's life. Students will examine the legal requirements needed to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices by applying knowledge to contemporary business case studies from the past four years.

**OUTCOMES:**
1. Legal and financial decisions - Explain the importance of legal and financial decisions on a business
2. Marketing a business - Organise, run and evaluate a school-based business
3. Staffing a business - Discuss staffing needs and evaluate management strategies

**ASSESSMENT TASKS:**
1. Business Plan
2. Advertising Analysis
3. Legal Requirements Test
4. Human Resource Management Test
5. Examination

**Costs Involved:** Unit 1 & 2 **Excursion/Incursion throughout semester**

## UNIT 3

**DESCRIPTION:**
Unit 3 explores the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

**OUTCOMES:**
1. Business foundations - Key characteristics of businesses, stakeholders and management
2. Managing employees - Theories of motivation and strategies of employee management
3. Operations management - Strategies to improve efficiency and effectiveness in operations

**ASSESSMENT TASKS:**
1. Folio
2. SAC – case studies and structured questions

## UNIT 4

**DESCRIPTION:**
In Unit 4 students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

**OUTCOMES:**
1. Reviewing performance - How business change arises using key performance indicators
2. Implementing change - Evaluate strategies used by managers to implement change

**ASSESSMENT TASKS:**
1. Folio
2. SAC – case studies and structured questions
3. VCAA Examination - External

**Costs Involved:** Unit 3 & 4 **Excursion/Incursion throughout semester**

## UNIT 1

**DESCRIPTION:**
Unit 1 examines the basic economic problem of scarcity of resources and the role of consumers and businesses in the Australian economy. Unit 1 also examines the role of relative prices and other non-price factors in allocating scarce resources in a market-based economy such as Australia.

**OUTCOMES:**
1. The basic economic problem and decision-making - Scarcity of resources and the role of consumers and businesses
2. Market and resource allocation - The role of relative prices in the allocation of resources

**ASSESSMENT TASKS:**
1. Scarcity and introductory concepts test
2. Behavioural economics test
3. Supply and demand test
4. Property market report
5. Examination

## UNIT 2

**DESCRIPTION:**
Unit 2 examines economic issues facing the Australian economy, including economic growth and environmental sustainability, economic efficiency and equity, and global economic issues.

**OUTCOMES:**
1. Economic growth - The factors and policies that influence economic growth.
2. Economic efficiency and equity - The factors and policies that influence equity and efficiency
3. Global economic issues - The factors that may influence global economic issues

**ASSESSMENT TASKS:**
1. Case Studies - Economic Growth
2. Test - Equity and efficiency
3. Global Economic Issues Report
4. Media folio and report
5. Examination

## UNIT 3

**DESCRIPTION:**
Unit 3 includes an introduction to microeconomics which involves a detailed examination of the market system, resource allocation in Australia and government intervention. Unit 3 includes an introduction to macroeconomics which involves a detailed examination of factors that influence Australia's domestic economic goals which include strong and sustainable economic growth, full employment, and low inflation. The course also examines why countries engage in international transactions and how these transactions are recorded.

**OUTCOMES:**
1. Market and resource allocation - How markets operate to allocate resources in Australia
2. Australia’s macroeconomic goals - The nature and importance of key economic goals in Australia
3. Australia and the world economy - The factors that influence Australia's international transactions

**ASSESSMENT TASKS:**
May include: Structured Questions, Case Studies

## UNIT 4

**DESCRIPTION:**
Unit 4 examines the economic management of the Australian economy including managing aggregate demand using budgetary policy and monetary policy. Unit 4 also examines the use of policies to manage aggregate supply, for example, budgetary supply-side policies, welfare and tax reform, and immigration policy.

**OUTCOMES:**
1. Aggregate demand policies - The nature and operation of monetary and budgetary policies
2. Aggregate supply policies - The nature and operation of government supply-side policies

**ASSESSMENT TASKS:**
1. May include structured questions, case studies
2. VCAA Examination - External

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**Costs Involved:**
- **Unit 1 & 2** Excursion/Incursion throughout semester
- **Unit 3 & 4** Excursion/Incursion throughout semester

### UNIT 1

**DESCRIPTION**  
In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of democratic and non-democratic systems of government.

**OUTCOMES:**  
1. Power and ideas  
2. Political actors and power

**ASSESSMENT TASKS:**  
1. Concepts test  
2. Research report  
3. Case Study - Non-Democratic State  
4. Oral presentation  
5. End of semester test

### UNIT 2

**DESCRIPTION**  
In this unit students are introduced to the global community and the global actors that are part of this community. They explore the process of globalisation and the way the global community manages conflict and instability.

**OUTCOMES:**  
1. Global links - the study of globalisation  
2. Global cooperation and power

**ASSESSMENT TASKS:**  
1. Concepts Test  
2. Research Report  
3. Case Study - Non-Democratic State  
4. Oral Presentation  
5. Exam

### UNIT 3

**DESCRIPTION**  
In this unit students investigate the key global actors of contemporary global politics. They develop an understanding of how states use power to achieve their objectives.

**OUTCOMES:**  
1. Global actors  
2. Power in the Asia-Pacific

**ASSESSMENT TASKS:**  
1. Case Study  
2. Essay  
3. Research Report  
4. Short-answer questions  
5. Extended response

### UNIT 4

**DESCRIPTION**  
In this unit students investigate key global challenges facing the international community in the 21st century. They examine ethical issues and debates and the causes and effectiveness of responses to global crises.

**OUTCOMES:**  
1. Ethical issues and debates  
2. Global crises

**ASSESSMENT TASKS:**  
1. Case Study  
2. Essay  
3. Research Report  
4. Short-answer questions  
5. Extended response

Costs Involved: Unit 1 & 2 ** Excursion/Incursion throughout semester  
Costs Involved: Unit 3 & 4 ** Excursion/Incursion throughout semester

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 3</th>
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<tbody>
<tr>
<td><strong>DESCRIPTION:</strong> Unit 1 develops an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.</td>
<td><strong>DESCRIPTION:</strong> Unit 3 examines methods and institutions in the justice system and consider their appropriateness in determining criminal and civil cases. Students consider legal institutions, the rights of the accused and victims, the role of legal personnel, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld and discuss reforms to enhance the ability of the justice system to achieve these principles.</td>
</tr>
<tr>
<td><strong>OUTCOMES:</strong> 1. Legal foundations - Describe the main sources and types of law and their effectiveness. 2. The presumption of innocence - Purposes and key concepts of criminal law. 3. Civil liability - Purposes and key concepts of civil law.</td>
<td><strong>OUTCOMES:</strong> 1. The Criminal Justice System - Analyse and explain various aspects of the criminal justice system 2. The Civil Justice System - Analyse and explain various aspects of the civil justice system</td>
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<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>UNIT 4</th>
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<tbody>
<tr>
<td><strong>DESCRIPTION:</strong> Unit 2 focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine these cases as well as the purposes and types of sanctions and remedies and their effectiveness and their ability to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.</td>
<td><strong>DESCRIPTION:</strong> Unit 4 explores how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.</td>
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<tr>
<td><strong>OUTCOMES:</strong> 1. Sanctions - Principles of justice in relation to criminal cases. 2. Remedies - Principles of justice in relation to civil cases. 3. Rights - Evaluation of how rights are protected in Australia</td>
<td><strong>OUTCOMES:</strong> 1. The Australian Constitution - The interpretation and application of the Constitution in Australia 2. People, parliament and courts - Evaluating law makers and analysing influences on change</td>
</tr>
</tbody>
</table>

Costs Involved: Unit 1 & 2 ** Excursion/Incursion throughout semester

Costs Involved: Unit 3 & 4 ** Excursion/Incursion throughout semester

UNIT 1

DESCRIPTION:
Students will examine hazards and hazard events, before engaging in a study of 2 specific hazards. Through studying bushfires and Ebola, students will explore the processes involved with hazards and hazard events, including their causes and impacts, human reactions to hazard events and links between human activities and natural phenomena. Students then investigate responses to these hazards, including attempts to reduce vulnerability to hazardous events, which can result in a disaster.

OUTCOMES:
1. Characteristics of hazards - Analyse an explain the nature of hazards and impacts of hazard events
2. Hazard and disaster responses - Judge the nature and effectiveness of responses to hazards & disasters

ASSESSMENT TASKS:
1. Bushfire Mapping Test
2. SAC test on Bushfires
3. Fieldwork on Bushfires
4. SAC test on Ebola
5. Ebola Data Analysis Test
6. Case study on Ebola
7. Semester Examination

UNIT 3

DESCRIPTION:
This unit focuses on geographical change to land cover and land use. Land cover includes many different natural ecosystems, as well as land covered by ice and water. It is a product of the interconnection between climate, soils, landforms and organisms as well as human activity. Land cover is altered by geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs of humans.

OUTCOMES:
1. Changing Land Use - To analyse, describe and explain land use change and assess its impact
2. Land Cover Change - To investigate the processes of land cover change and its impacts

ASSESSMENT TASKS:
1. To analyse, describe and explain land use change and assess its impact
2. To investigate the processes of land cover change and its impacts

UNIT 2

DESCRIPTION:
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and then its impacts on people, places and environments. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. They will also participate in local fieldwork to explore the positive and negative impacts of tourism.

OUTCOMES:
1. Characteristics of tourism - Analyse, describe & explain the nature of tourism at a range of scales
2. Impact of tourism - Explain the impacts of tourism and evaluate tourism management

ASSESSMENT TASKS:
1. SAC test on Tourism
2. Fieldwork report for Tourism
3. Case study on Tourism in Vietnam
4. Data Analysis of tourism in Australia
5. Mapping Task
6. Semester Examination

UNIT 4

DESCRIPTION:
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes. Students study population dynamics through an investigation of 2 significant population trends in different parts of the world. They examine the dynamics of populations and the economic, social, political and environmental impacts on people and places.

OUTCOMES:
1. Population Dynamics - To analyse, describe & explain population dynamics on a global scale
2. Population Issues & Challenges - To analyse, describe & explain key population issues and challenges

ASSESSMENT TASKS:
1. Population Dynamics: Data Analysis
2. Population Change: Issues and Challenges
3. Population Case Studies
4. VCAA Examination - External

Costs Involved: Unit 1 & 2 ** Excursion/Incursion throughout semester

Costs Involved: Unit 3 & 4 ** Excursion/Incursion throughout semester

### UNIT 1
**ANCIENT MESOPOTAMIA**

**DESCRIPTION:**
Students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources relating to the origins of civilisation.

**OUTCOMES:**
1. Discovering Civilisation – Explain the development of civilisation in Mesopotamia.
2. Ancient Empires – Explain continuity and change in Mesopotamia as new peoples and ruling elites emerged.

**ASSESSMENT TASKS:**
1. Analysis of primary sources
2. A historical inquiry

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### UNIT 2
**ANCIENT EGYPT**

**DESCRIPTION:**
Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources relating to Old and Middle Kingdom Egypt.

**OUTCOMES:**
1. Egypt: The Double Crown – Explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.
2. Middle Kingdom Egypt: Power and propaganda – Explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

**ASSESSMENT TASKS:**
1. Analysis of primary and historical interpretations
2. An essay

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**Costs Involved:** Unit 1 & 2 **Excursion/Incursion throughout semester**

## AUSTRALIAN HISTORY

### UNIT 3

**DESCRIPTION:**
Students examine transformations in the way of life of the Aboriginal people, and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

**OUTCOMES:**
1. Reshaping of Port Philip
2. Making a people and a nation

**ASSESSMENT TASKS:**
1. Analyse the nature of change in the Port Phillip District/Victoria
2. Analyse the visions and actions that shaped the new nation and WWI

### UNIT 4

**DESCRIPTION:**
In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. Students also focus on one of the crises faced by the nation: The Great Depression or World War Two. In addition, students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged Australia’s earlier carefully constructed social and economic fabric.

**OUTCOMES:**
1. An analysis of the social, economic and political consequences of a crisis on the nation – WW2
2. Analysis and evaluation of two key social, economic and political changes in late twentieth century Australia. – Vietnam War & Women’s Rights

**ASSESSMENT TASKS:**
1. Source Analysis
2. Essay
3. VCAA Examination - External

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**Costs Involved:** Unit 3 & 4 ** Excursion/Incursion throughout semester

# REVOLUTIONS HISTORY

## UNIT 3

**DESCRIPTION:**
Revolutions examines the causes and consequences of the American Revolution. The first section explores the ideas, individuals, movements and events that led to the Declaration of Independence in 1776. The second section looks at the tension between the revolutionaries’ utopian visions and the world they actually created from 1776 to 1783.

**OUTCOMES:**
1. Causes of Revolution
2. Consequences of Revolution

**ASSESSMENT TASKS:**
1. Analyse and evaluate the key causes of the revolution
2. Analyse the consequences of the revolution and the changes it brought

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## UNIT 4

**DESCRIPTION:**
In this unit students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. The Russian Revolution is the focus of this Unit.

**OUTCOMES:**
1. Causes of Revolution
2. Consequences of Revolution

**ASSESSMENT TASKS:**
1. Evaluation of historical interpretations
2. An essay
3. VCAA Examination - External

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*Costs Involved: Unit 3 & 4 ** Excursion/Incursion throughout semester*

# 20TH CENTURY HISTORY

## UNIT 1

**DESCRIPTION:**
History explores the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students investigate the impact of the treaties, which ended the Great War and consider the aims, achievements and limitations of the League of Nations. They also focus on social life and cultural expression in the 1920s and 1930s with a particular focus on Germany during the Weimar and Nazi period.

**OUTCOMES:**
1. Ideology and Conflict - Analyse the events surrounding the end of WW1 and outbreak of WW2
2. Social and Cultural Change - Analyse social and cultural change in the inter-war period

**ASSESSMENT TASKS:**
1. Versailles and the League of Nations
2. Social Life in Nazi Germany
3. Communism in Russia
4. Semester 1 Examination

---

## UNIT 2

**DESCRIPTION:**
In this area of study, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 - 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

**OUTCOMES:**
1. Competing Ideologies - Analyse key events and ideologies of the Cold War
2. Challenge and Change - Analyse significant changes and challenges to existing political and social orders in the second half of the twentieth century

**ASSESSMENT TASKS:**
1. Vietnam War: Essay
2. Movements of the People: Oral Presentation
3. Revolution in Iran: Short Answer and Extended Response
4. Semester 2 Examination

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*Costs Involved: Unit 1 & 2 ** Excursion/Incursion throughout semester*

**UNIT 1**

**DESCRIPTION:**
This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They identify technical, expressive and stylistic challenges to works they are preparing for performance and endeavour to address these challenges.

**OUTCOMES:**
1. Performance - Student should be able to perform solo and group works
2. Preparing for Performance - Should be able to demonstrate instrumental techniques
3. Music Language - Students should be able to recognise scales, intervals and chords and analyse music

**ASSESSMENT TASKS:**
1. Performance
2. Preparing for Performance (technical work SAC)
3. Music Language

---

**UNIT 3**

**DESCRIPTION:**
This unit prepares students to present convincing performances of group and solo works. They develop instrumental techniques and an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

**OUTCOMES:**
1. Performance - Student should perform solo and group work
2. Preparing for Performance - Student should be able to demonstrate technical work and exercises from their chosen works
3. Music Language - Students should be able to recognise scales, intervals and chords and analyse music

**ASSESSMENT TASKS:**
1. Performance
2. Preparing for Performance (technical work SAC)
3. Music Language

---

**UNIT 2**

**DESCRIPTION:**
This unit prepares students to present convincing performances of group and solo works. They develop instrumental techniques and an understanding of performance conventions they can use to enhance their performances. Students demonstrate musical techniques relevant to the performance of selected works.

**OUTCOMES:**
1. Performance - Student should be able to perform solo and group works
2. Performance technique - Student should be able to demonstrate technical work and exercises
3. Music Language - Students should be able to recognise scales, intervals and chords and analyse music

**ASSESSMENT TASKS:**
1. Performance of solo and group works
2. Performance technique (technical work SAC)
3. Musicianship

---

**UNIT 4**

**DESCRIPTION:**
This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present at the end of year examination. They continue to address challenges to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical skills.

**OUTCOMES:**
1. Performance - Student should be able to perform solo or group works
2. Performance technique - Student should be able to demonstrate technical work and exercises
3. Music Language - Students should be able to recognise scales, intervals and chords and analyse music

**ASSESSMENT TASKS:**
1. Music Performance
2. Performance preparation (technical)
3. Music language- aural theory and music analysis
4. VCAA Examination - External

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**Costs Involved:**
- Unit 1 & 2 $30.00 (Auralia)
- Unit 3 & 4 $30.00 (Auralia)

**Excursion/Incursion throughout semester**

Unit 1 – 4 Auralia Fee: Software package - extend musical ear training through drill based learning and provides an opportunity for effective, independent home study.

### UNIT 1
**INTRODUCING PERFORMANCE STYLES**

**DESCRIPTION:**
In this unit students study performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters that reflects personal, cultural and/or community experiences. This unit also involves analysis of a student’s own performance work and a work by professional drama performers.

**OUTCOMES:**
1. Devise and document solo and/or ensemble drama works based on experiences and/or stories.
2. Perform devised drama works to an audience.
3. Analyse the development, and the performance to an audience, of their devised work.
4. Analyse the development, and the performance to an audience, of their devised work.

**ASSESSMENT TASKS:**
1. Devise and develop a work of Drama
2. Perform devised work
3. Analysis of the work of Drama
4. Write an analysis in response to structured questions

### UNIT 2
**DESCRIPTION:**
In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. Students create, present and analyse a performance. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and further develop their knowledge of the conventions and how they may be manipulated to create meaning in performance. Students also consider the implementation, and use of, dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

**OUTCOMES:**
1. To devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
2. To present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. Analyse the development of their work and performance of it to an audience.
4. Analyse and evaluate a performance of an Australian drama work

**ASSESSMENT TASKS:**
1. The creation of a work of Drama
2. Performance of a work of Drama
3. A written analysis of a devised work of Drama
4. Analysis and evaluation of an Australian drama work

**Costs Involved:** Unit 1 & 2 $100.00

*Top Class Excursion/Incursion throughout semester
^^VCAA Student Written Exam


### UNIT 3
**ENSEMBLE PERFORMANCE**

**DESCRIPTION:**
This unit focuses on drama from a diverse range of eclectic contemporary and/or cultural performance styles. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select production areas and conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. A professional performance that incorporates a range of performance style/s and production areas selected from the prescribed list will also be analysed.

**OUTCOMES:**
1. To develop and present character/s within an ensemble.
2. Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.
3. Analyse and evaluate a performance selected from the prescribed play list.

**ASSESSMENT TASKS:**
1. Devising and Presenting and ensemble performance
2. Written analysis
3. Written analysis and evaluation of selected text

### UNIT 4
**SOLO PERFORMANCE**

**DESCRIPTION:**
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop and demonstrate techniques of devising a solo performance work, giving particular focus to the transformation of time, place and character, as well as the application of symbol. In addition, students will provide a statement describing their use of techniques in the context of their piece. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.

**OUTCOMES:**
1. Create and present a short solo performance based on stimulus material, and evaluate the processes used.
2. Student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

**ASSESSMENT TASKS:**
1. Solo performance and explanation statement
2. Creation and performance of a character
3. Written analysis and evaluation
4. VCAA Examination - External

**Costs Involved:** Unit 3 & 4 $100.00

*Top Class Excursion/Incursion throughout semester
^^VCAA Student Written Exam

### UNIT 1

**DESCRIPTION:**
On completion of this unit, the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. The student should be able to select and apply materials, tools, equipment and processes in order to make a redeveloped product, and compare this with the original product.

**OUTCOMES:**
1. Product Sustainable Re-design - Re-design a product to improve aesthetics, function and sustainability
2. Producing and Evaluating - Produce a folio, a redesigned product and an evaluation

**ASSESSMENT TASKS:**
1. Product Sustainable Re-design
2. Producing and Evaluating
3. Unit Examination

### UNIT 3

**DESCRIPTION:**
On completion of this unit, the student should be able to investigate and define a design problem and discuss how the design process leads to product design development. The student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings. The student should be able to document the product design process used in order to meet the needs of an end-user/s and commence production of the designed product.

**OUTCOMES:**
1. Designing for End-User/s - Discuss how the design process leads to product design development
2. Industry Product Development - Explain influences on design, development and manufacture in industry
3. Designing for Others - Produce a folio that follows Stage 1 of the Product Design Process

**ASSESSMENT TASKS:**
1. Designing for End-User/s
2. Industry Product Development
3. Designing for Others

### UNIT 2

**DESCRIPTION:**
On completion of this unit students should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a cohesive folio of artworks. Students 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.

**OUTCOMES:**
1. Designing Within a Team - Work individually and within a team to design to a common theme
2. Producing and Evaluating - Produce a folio, the group designed product and an evaluation
3. Unit Exam - Based on skills and knowledge covered this unit

**ASSESSMENT TASKS:**
1. Designing Within a Team
2. Producing and Evaluating
3. Unit Examination

### UNIT 4

**DESCRIPTION:**
On completion of this unit students should be able to explain the roles of the designer and client/end-user in the Product design process and its initial stages and explain how the design process leads to product design development. Students should be able to explain the design, development and manufacture of products within industrial settings. Students present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user.

**OUTCOMES:**
1. Product Analysis & Comparison - Compare, analyse and evaluate similar commercial products
2. Product Manufacture - Safely apply a range of production skills & processes to make product
3. Product evaluation

**ASSESSMENT TASKS:**
1. Product analysis and comparison
2. Product manufacture
3. Product evaluation
4. VCAA Examination - External

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**Costs Involved:**
- Unit 1 & 2 $90.00
- **Excursion/Incursion throughout semesters**
- Unit 3 & 4 $100.00
- **Excursion/Incursion throughout semester**

UNIT 1

DESCRIPTION:
On completion of this unit, students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into a visual language. Students should be able to explore and use a variety of materials and techniques to support and record the development of artworks. Students 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.

OUTCOMES:
1. Researching and recording ideas - Document ideas, inspiration, materials and techniques in visual form
2. Studio Practice - Development of ideas, record of work, presentation of one artwork
3. Interpretation of Art Ideas - Short and Extended written responses, class discussion

ASSESSMENT TASKS:
1. Researching and Recording Ideas
2. Studio Practice
3. Interpreting Art Ideas & Art Production
4. Unit Examination

UNIT 2

DESCRIPTION:
On completion of this unit students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into a visual language. Students should be able to explore and use a variety of materials and techniques to support and record the development of artworks. Students 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.

OUTCOMES:
1. Design Exploration - Exploration Proposal, Visual Diary and Folio of Artwork
2. Ideas and Styles in Artworks - Art styles, culture and context, short and extended written responses

ASSESSMENT TASKS:
1. Exploration Proposal
2. Studio Process / Artwork
3. Ideas and Styles in Artworks
4. Unit Examination

UNIT 3

DESCRIPTION:
On completion of this unit, students should be able to prepare an exploration proposal of an individual design process that includes a plan of how the proposal will be undertaken. Students present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal. Students discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

OUTCOMES:
1. Exploration Proposal - Preparation of written parameters of individual studio process
2. Studio Process - Documentation of studio process
3. Artists and Studio Practices - Discuss art practices of two artists, written responses

ASSESSMENT TASKS:
1. Exploration Proposal
2. Studio Process
3. Artists and Studio Practices

UNIT 4

DESCRIPTION:
On completion of this unit students should be able to prepare an exploration proposal of an individual design process that includes a plan of how the proposal will be undertaken. Students present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal. Students discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

OUTCOMES:
1. Folio of Artworks - Cohesive folio of artworks based on identified potential directions
2. Reflection and Evaluation - Visual and written documentation evaluating artworks
3. Art Industry Contexts - Knowledge and application of art industry, written responses

ASSESSMENT TASKS:
1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts
4. VCAA Examination - External

Costs Involved: Unit 1 & 2 $60.00
** Excursion/Incursion throughout semesters

Costs Involved: Unit 3 & 4 $70.00
** Excursion/Incursion throughout semester

UNIT 1

DESCRIPTION:
On completion of this unit, the student should be able to create drawings for different purposes by using a range of drawing methods, media and materials. The student should be able to select and apply design elements and design principles in order to create visual communications that satisfy stated purposes. The student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

OUTCOMES:
1. Drawing as Communication - Create drawings for different purposes using a range of media
2. Design Elements and Principles - Select and apply elements and principles for a stated purpose
3. Design in Context - Describe influence of past and contemporary practices

ASSESSMENT TASKS:
1. Drawing as Communication
2. Design Elements and Principles
3. Design in Context
4. Unit Examination

UNIT 2

DESCRIPTION:
On completion of this unit students should be able to create drawings for different purposes using a range of drawing methods, media and materials. Students should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes. Students should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

OUTCOMES:
1. Technical Drawing in Context - Create presentation and technical drawings for a selected design field
2. Type and Imagery - Manipulate type and images suitable for print and screen
3. Applying the Design Process - Engage in stages of the design process to create to a given brief

ASSESSMENT TASKS:
1. Technical Drawing in Context
2. Type and Imagery
3. Applying the Design Process
4. Unit Examination

UNIT 3

DESCRIPTION:
On completion of this unit, the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields. The student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices. The student should be able to apply design thinking in preparing a brief with two communication needs for a client by undertaking research and generating a range of ideas relevant to the brief.

OUTCOMES:
1. Analysis and Practice - Create visual communications for the three design fields
2. Design Industry Practice - Discuss the practices of designers in the three design fields
3. Developing a Brief - Develop a brief, conduct research, and generate ideas

ASSESSMENT TASKS:
1. Analysis and Practice
2. Design Industry Practice
3. Developing a Brief

UNIT 4

DESCRIPTION:
On completion of this unit students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Students describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. Students apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

OUTCOMES:
1. Developing Design Concepts - Use design process to develop and refine concepts for the brief
2. Final Presentations - Final stage of design process resolution and presentation of designs
3. Evaluation and Explanation - Students devise a pitch to present, explain and evaluate their folio

ASSESSMENT TASKS:
1. Development, refinement and evaluation
2. Final Presentations
3. Evaluation and Explanation
4. VCAA Examination - External

Costs Involved: Unit 1 & 2 $40.00 **Excursion/Incursion throughout semesters**
Costs Involved: Unit 3 & 4 $50.00 **Excursion/Incursion throughout semester**

## UNIT 1

**DESCRIPTION:**
In this unit students will learn about Health and Wellbeing as a concept with varying and evolving perspectives and definitions.

**OUTCOMES:**
1. Explain dimensions of health and wellbeing and indicators used to measure health status. Analyse factors that contribute to the health status of young people.
2. Apply nutrition knowledge to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing.

**ASSESSMENT TASKS:**
1. Tests
2. Written reports
3. Presentations
4. Structured questions
5. Case study analysis

## UNIT 3

**DESCRIPTION:**
Students will look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health as a global concept.

**OUTCOMES:**
1. Explain the global nature of health and wellbeing. Interpret and apply Australia’s health status data and analyse variations in health status.
2. Explain changes to public health approaches, analyse improvements in population health and evaluate health promotion strategies.

**ASSESSMENT TASKS:**
1. Written report
2. Structured questions including data analysis

## UNIT 2

**DESCRIPTION:**
In this unit students will investigate the transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

**OUTCOMES:**
1. Explain developmental changes, analyse factors of healthy development during prenatal and early childhood stages and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia’s health system and how it promotes health. Analyse a range of issues associated with the use of new and emerging health procedures and technologies.

**ASSESSMENT TASKS:**
1. Tests
2. Written reports
3. Presentations
4. Structured questions
5. Case study analysis

## UNIT 4

**DESCRIPTION:**
Students examine health and wellbeing and human development in a global context. Data is used to investigate and explore factors that contribute to health status in different countries.

**OUTCOMES:**
1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development.

**ASSESSMENT TASKS:**
1. A written report in the form a media analysis, research inquiry or a case study analysis.
2. Structured questions, including data analysis.
3. VCAA Examination - External

**Costs Involved:**
- Unit 1 & 2 **Excursion/Incursion throughout semester**
- Unit 3 & 4 **Excursion/Incursion throughout semester**

**OUTDOOR AND ENVIRONMENTAL STUDIES**

### UNIT 1

**DESCRIPTION:**
Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments.

*Note:* Students will participate in two outdoor camps during this subject.

**OUTCOMES:**
1. Students should be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.
2. Students should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

**ASSESSMENT TASKS:**
1. Journal / report of outdoor experiences
2. Case study analysis and data analysis
3. Oral presentations and tests
4. Practical reports in non-text format
5. Written responses

### UNIT 2

**DESCRIPTION:**
Students will focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

**OUTCOMES:**
1. Students should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. Students should be able to evaluate the impacts of humans on outdoor environments

**ASSESSMENT TASKS:**
1. Journal / report of outdoor experiences
2. Case study analysis and data analysis
3. Oral presentations and tests
4. Practical reports in non-text format
5. Written responses

### UNIT 3

**DESCRIPTION:**
Students will focus on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia, including the impacts on outdoor environments.

**OUTCOMES:**
1. On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

**ASSESSMENT TASKS:**
1. Journals or reports demonstrating links between theory and practical components
2. Written reports
3. Structured questions

### UNIT 4

**DESCRIPTION:**
Students explore the sustainable use and management of outdoor environments.

**OUTCOMES:**
1. Students should be able to evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Students should be able to analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

**ASSESSMENT TASKS:**
1. Journals or reports demonstrating links between theory and practical components
2. Written reports
3. Structured questions
4. VCAA Examination - External

**Costs Involved:**
- Unit 1 & 2 $595.00
- Unit 3 & 4 $595.00

## PHYSICAL EDUCATION

### UNIT 1

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

**OUTCOMES:**
1. On completion of this unit students should be able to analyse the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of substances that enhance human movement.
2. On completion of this unit students should be able to analyse how the cardiovascular and respiratory systems function and discuss the ethical and performance implications of the use of substances to enhance the performance of these two systems.

**ASSESSMENT TASKS:**
1. Reflective portfolio
2. Tests
3. Written reports
4. Laboratory reports

### UNIT 2

**DESCRIPTION:**
In this unit students develop an understanding of physical activity, sport and society from a participatory perspective.

**OUTCOMES:**
1. On completion of this unit the student should be able to analyse data related to levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity guidelines for an individual or a specific group.
2. On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

**ASSESSMENT TASKS:**
1. Reflective portfolio
2. Tests
3. Written reports
4. Laboratory reports

### UNIT 3

**DESCRIPTION:**
Students will be introduced to biomechanical and skill acquisition principles used to analyse human movement. Students will investigate the relative contribution and interplay of the energy systems, causes of fatigue and strategies to promote recovery and the acute responses to physical activity.

**OUTCOMES:**
1. On completion of this unit the student should be able to analyse and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

**ASSESSMENT TASKS:**
1. Structured questions
2. Laboratory reports
3. Reflective folio
4. Written reports

### UNIT 4

**DESCRIPTION:**
Students analyse movement skills and apply relevant training principles and methods to improve performance.

**OUTCOMES:**
1. On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

**ASSESSMENT TASKS:**
1. Structured questions
2. Laboratory reports
3. Reflective folio
4. Written reports
5. VCAA Examination - External

**Costs Involved:**
- **Unit 1 & 2:** Excursion/Incursion throughout semester
- **Unit 3 & 4:** Excursion/Incursion throughout semester

**FRENCH**

## UNIT 1

**DESCRIPTION:**
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

**OUTCOMES:**
1. Participate in a conversation, interview or role-play film
2. Listen to a conversation and view a map to write directions
3. Read an article and listen to an announcement to write instructions
4. Write an imaginative children’s story.

**ASSESSMENT TASKS:**
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

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## UNIT 3

**DESCRIPTION:**
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

**OUTCOMES:**
1. Personal or imaginative piece
2. Listening Comprehension Task
3. Resolution of an issue

**ASSESSMENT TASKS:**
1. Writing
2. Listening
3. Speaking

---

## UNIT 2

**DESCRIPTION:**
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

**OUTCOMES:**
1. Write a personal answer to an email
2. Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society
3. Narrate a life story, event or incident that highlights an aspect of culture presentation

**ASSESSMENT TASKS:**
1. Speaking
2. Listening and Reading
3. Writing
4. Semester Examination

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## UNIT 4

**DESCRIPTION:**
The study of French contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.

**OUTCOMES:**
1. Reading Comprehension Task - Analyse and use information from written texts
2. Detailed Study Writing Task - Express ideas through the production of an original written text
3. Interview - Exchange information, opinions and experiences in a conversation

**ASSESSMENT TASKS:**
1. Writing
2. Listening
3. Speaking
4. VCAA Examination - Oral & Written - External

**Costs Involved:**
- Unit 1 & 2: *competitions (optional)
- Unit 3 & 4: *competitions (optional)

**Excursion/Incursion throughout semester**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 3</th>
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<tbody>
<tr>
<td><strong>DESCRIPTION:</strong></td>
<td>The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.</td>
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<tr>
<td><strong>OUTCOMES:</strong></td>
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<tr>
<td>1. Written Response - Produce a written personal response</td>
<td>1. Personal or imaginative piece</td>
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<tr>
<td>2. Listening and Reading Task - Listen to, read and obtain information from written and spoken texts</td>
<td>2. Listening Comprehension Task</td>
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<tr>
<td>3. Oral Presentation - Establish and maintain a spoken exchange</td>
<td>3. Resolution of an issue</td>
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<tr>
<td>1. Speaking</td>
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<td>2. Listening and Reading</td>
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<td>3. Writing</td>
<td>3. Speaking</td>
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<td>4. Semester Examination</td>
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<tr>
<th>UNIT 2</th>
<th>UNIT 4</th>
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<tr>
<td><strong>DESCRIPTION:</strong></td>
<td>The study of German contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. The areas of study in Units 1 - 4 focus on progressive development of skills in listening, speaking, reading and writing. The range of topics studied includes personal world, the environment, social issues, media, arts and technological issues.</td>
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<td><strong>OUTCOMES:</strong></td>
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<tr>
<td>1. Spoken Exchange - Establish and maintain a spoken exchange</td>
<td>1. Reading Comprehension Task – Analyse and use information from written texts</td>
</tr>
<tr>
<td>2. Reading and Listening Task - Listen to, read and obtain information from written and spoken texts</td>
<td>2. Detailed Study Writing Task - Express ideas through the production of an original written text</td>
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<td>3. Written Response - Produce a written personal response</td>
<td>3. Interview - Exchange information, opinions and experiences in a conversation</td>
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<td>3. Writing</td>
<td>3. Speaking</td>
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<tr>
<td>4. Semester Examination</td>
<td>4. VCAA Examination – Oral &amp; Written - External</td>
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</tbody>
</table>

Costs Involved: Unit 1 & 2 *competitions (optional) **Excursion/Incursion throughout semester
Costs Involved: Unit 3 & 4 *competitions (optional) **Excursion/Incursion throughout semester

**UNIT 1**

**DESCRIPTION:**
Focus on how data can be used within software tools to create data visualisations, and the use of a programming language to develop working software solutions.

**OUTCOMES:**
1. Data Analysis – interpret solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings
2. Programming – apply methods and techniques for creating a working software solution using a range of processing features and data structures, apply testing and debugging techniques to ensure the software solution works as intended

**ASSESSMENT TASKS:**
1. Data Analysis Timed Assessment Task
2. Data Analysis Project
3. Programming Timed Assessment Task
4. Programming Project
5. Semester Examination - Internal

Costs Involved: Unit 1 & 2 *competitions (optional)


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**UNIT 2**

**DESCRIPTION:**
Focus on data to support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when programming to create solutions. Students develop a sound understanding of extracting data from large repositories and manipulate it to create visualisations. Students also create a solution using database management software and explain how they are personally affected by their interactions with a database system.

**OUTCOMES:**
1. Innovative Solutions – collaborate with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system
2. Network Security – respond to a case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information

**ASSESSMENT TASKS:**
1. Innovative Solutions Timed Assessment Task
2. Innovative Solutions Project
3. Network Security Timed Assessment Task
4. Network Security Project
5. Semester Examination - Internal

Costs Involved: Unit 3 & 4 *competitions (optional)
## UNIT 3

**DESCRIPTION:**
Apply the problem solving methodology to identify and extract data through the use of software tools and data visualisation software to create data visualisations or infographics, develop an understanding of the analysis, design, and development stages of the problem-solving methodology.

**OUTCOMES:**
1. Data Analytics – respond to solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to represent findings
2. Data Analytics: Analysis and Design – propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations

**ASSESSMENT TASKS:**
1. Data Analytics
2. Data Analytics: Analysis and Design

---

## UNIT 4

**DESCRIPTION:**
Focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

**OUTCOMES:**
1. Data Analytics: Development and Evaluation – develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress
2. Cybersecurity: Data and Information Security – respond to a case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices

**ASSESSMENT TASKS:**
1. Data Analytics: Development and Evaluation
2. Cybersecurity: Data and Information Security
3. VCAA Examination – External

**Costs Involved:**
- Unit 1 & 2 *competitions (optional)
- Unit 3 & 4 *competitions (optional)

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<thead>
<tr>
<th><strong>UNIT 3</strong></th>
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<tr>
<td><strong>DESCRIPTION:</strong></td>
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<tr>
<td>Apply the problem-solving methodology to develop working software modules using a programming language, develop an understanding of the analysis, design and develop stages of the problem-solving methodology.</td>
<td>Focus on how the information needs of individuals and organisations are met through the creation of software solutions, consider the risks to software and data during the software development process, as well as throughout the use of the software solutions by an organisation.</td>
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<tr>
<td><strong>OUTCOMES:</strong></td>
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<tr>
<td>1. SD: Programming – interpret solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules</td>
<td>1. SD: Development and Evaluation – develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan</td>
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<tr>
<td>2. SD: Analysis and Design – analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution</td>
<td>2. Cybersecurity: Software Security – respond to a case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices</td>
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<td><strong>ASSESSMENT TASKS:</strong></td>
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<td>3. VCAA Examination – External</td>
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**Costs Involved:** Unit 1 & 2 *competitions (optional)  
**Costs Involved:** Unit 3 & 4 *competitions (optional)  

## UNIT 1

**DESCRIPTION:**
This unit focuses on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the progression from hunter gather to rural-based agriculture, to today’s urban living and global food trade. They look at Australian indigenous food and how food patterns have changed through the influence of food production, processing, manufacturing and immigration. They consider the influence of technology and globalisation on food patterns.

**OUTCOMES:**
1. Food Around The World - Explain factors in the development of a globalised food supply.
2. Food in Australia - Describe patterns of change in Australia’s food industries and cuisine.

**ASSESSMENT TASKS:**
1. Practical Activities
2. Written Reports on Practical Activities
3. Written Investigation – Food In Australia
4. Written Report- Food Around the World
5. Examination

---

## UNIT 2

**DESCRIPTION:**
This unit investigates food systems in contemporary Australia. Area of Study One focuses on commercial food production industries while Area of Study Two looks at food production in small scale domestic settings. Students gain an insight into the significance of food industries to the Australian economy and investigate the provision of safe, high quality food that meets consumer’s needs. There is a strong emphasis on practical activities.

**OUTCOMES:**
1. Food Industries - Design a brief and produce a new food item that demonstrates the application of commercial principles used in the development of new food products
2. Food In The Home - Design and develop an adult meal that can be prepared in a domestic setting

**ASSESSMENT TASKS:**
1. Practical Activities
2. Design and develop a practical food solution – for the food industry or school community
3. Design and develop a practical food solution- in a domestic or small scale setting
4. Examination

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## UNIT 3

**DESCRIPTION:**
This unit investigates the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

**OUTCOMES:**
1. The Science of Food - Investigate and explain the physiology of eating and microbiology of digesting
2. Food Choice, Health and Wellbeing - Explain and analyse factors affecting food access and choice and influences affecting values

**ASSESSMENT TASKS:**
1. Records of two practical activities related to the functional properties of components of food. Written Reports on Practical Activities
2. Structured questions.
3. Records of two practical activities related to healthy meals for children and families
4. Case Study analysis.

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## UNIT 4

**DESCRIPTION:**
Students examine debates about global and Australian food systems. There is a focus on issues about the environment, ecology, ethics, food security and a range of other pertinent concerns. Students research a selected topic, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on the development of food knowledge, skills and habits to empower consumers to make informed food choices. They practise and improve their food selection skills. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues and healthy consumption patterns.

**OUTCOMES:**
1. To able to explain a range of food systems issues.
2. To be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

**ASSESSMENT TASKS:**
1. Records of two practical activities related to sustainable and/or ethical food choices.
2. Written report explaining food concerns related to environment, ethics and/or equity.
4. VCAA Examination - External

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**Costs Involved:**
- **Unit 1 & 2 $110.00**
- **Unit 3 & 4 $130.00**

**Excursion/Incursion throughout semester**

Can I study external VCE units? Yes! Provided that the subject is NOT offered at Vermont Secondary College. Please keep in mind that if a subject is offered at VSC, you are expected to take that subject here at school. Students gain credit for any VCE studies that are satisfactorily completed at an approved VCE Provider. Many of our students have already undertaken the study of a VCE Language Other Than English (LOTE) at weekend school through VSL and many will continue with that study next year. A small number of students have taken other VCE Units that are not offered at this school (for example: Dance, Drama). Students who choose to include their external study within their program must study at an approved VCE provider. Include the details of this subject during the VSC Web preference subject selection period online. You will also need to obtain a copy of the ‘Assessing School Enrolment Notification’ form from Head of Senior School Compliance & Assessments to take to your external study provider to have signed. This form must be returned to VSC at the start of the school year in order for enrolment to be confirmed. These providers must be a VSC approved VCE RTO provider, Victorian School of Languages (VSL) schools, not an independent LOTE school. If you think this may apply to you, please see Pathways Support / VASS who co-ordinates external enrolments.

Students entering Year 7 - 12 who wish to study an external subject (LOTE, or Distant ED) program must apply, each year in addition to submission of Web Preferences.

(i) Register & attend the VSC External Language Information Night October 2019

(ii) All External Language applications must have school approval. Students may not apply directly without signed preapproval from Head of Senior School, Transitions, Compliance and assessments

(iii) Apply & complete a separate External Language application form available at Information Night

(iv) Return External Language Application Form to Pathways before the due date in October 2019

(v) Include the External Language study/External VCE Subject choice on their Web Preferences Application

The Victorian School of Languages (VSL)

The Victorian School of Languages (VSL) is a government school with a strong history of commitment to the provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school’s language program is delivered through face-to-face teaching in language centres across the state and through Distance Education mode. Currently the VSL offers over 40 languages around Victoria to 13,000 students in face-to-face classes and 1400 students in distance education. The VSL is a DET Safe School.

For more information, please see the DET Child Safe Policy
www.vsl.vic.edu.au
CRICOS Provider Code: 00861K
Training Organisation Identifier (TOID): 21269
VET (Vocational Education & Training) delivered to Secondary Students

- VET combines senior school studies and accredited vocational education and training
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/ VCAL) at the same time
- It allows a student to go directly into employment or receive credit towards further vocational training
- It develops students’ employability and industry-specific skills
- It is a vocationally oriented school program designed to meet the needs of industry

How does VET work?

A VET program is usually made up of Units of Competency and Structured Workplace Learning.

(i) **Unit of Competency**
Delivered by a Registered Training Organisation (RTO), at their venue, the students’ school, or another school close by.

(ii) **Structured Workplace Learning (SWL)**
SWL involves an employer accepting a student on a one day a week basis or a week block basis, enabling the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

VET contribution to the VCE

With the exception of English, there is no limit on the VET programs that may contribute to a satisfactory completion of the VCE.

VET may be fully incorporated into the VCE as VCE VET or Block Credit Program.

(i) **VCE VET Programs**
- Are fully recognized within the Units 1 – 4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)

Furthermore, all three sequences other than English can be approved VCE VET Units 3 & 4 sequences, with study scores. Scored VCE VET programs contribute directly to the ATAR in the primary four or as a 5th or 6th study increment.

(ii) **Block Credit VET Programs**
Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition 10% of the lowest study score of the primary four towards their ATAR. Please note VCE and VCE VET results will take precedence over Block Credit results. Block Credit can still be used in the calculation of the ATAR. However, it can only be used in the calculation of an ATAR if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a Block Credit result cannot be used.
VET increases Student’s Learning Potential

VET programs broaden VCE/VCAL options and develops students’ capacity to make decisions and solve problems. It helps students to gain confidence and improve communication and interpersonal skills, through learning in an adult environment. VET also fosters positive feedback by enabling students to demonstrate specific skills and competency and matches student interests and career directions through the provision of strong pathways.

VET gives National Qualifications and Skills

Upon successful completion of the program, students are awarded a nationally accredited vocational training Certificate or Statement of Attainment. VET qualifications may articulate directly into further education and training at TAFE or with private RTOs. VET also provides access to a range of different technologies related to industry and place work.

VET prepares Students for the Workforce

Participating in a VET program provides students with the opportunity to trial a potential career and multiplies their post-school options and employment prospects. VET programs help students to explore possible areas of interest, which promote further study and work choices and allows students to develop strong links with industry and local employers. Students will also gain knowledge of employers’ expectations, real working conditions, and develop their capacity for cooperation, team work and leadership skills development. 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 link provides a summary of the VCE VET programs available for enrolment in 2019 on VASS in certificate type ‘VES’.


Students entering Year 10 - 12 who wish to apply and be considered for a study in a VET in Schools (VETiS) program, must apply each year in addition to their submission on Web Preferences.

(i) Include the VETiS study on their Web Preferences Application (this is an expression of interest only)
(ii) Must register & attend the VSC VETiS Information Night on the 15th August 2019 (Compulsory)
(iii) Apply & complete a separate VETiS application form available at VETiS Information Night
(iv) All VETiS applications must have school approval in the first instance. Students may not apply directly
(v) Return VETiS Application Form to the Leader of Pathways & Transitions before due date.
(vi) Some VET programs have additional equipment, material, and uniform costs which are paid directly to the provider. Details of these costs may be obtained at the VETiS Information Night

Please attend the VSC VETiS Information Night on the 15th August 2019 for more information.
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 2020 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>
</table>
| Agriculture, Horticulture, Conservation & Land Management | AHC20110 Certificate II in Agriculture  
AHC20410 Certificate II in Horticulture  
AHC21010 Certificate II in Conservation and Land Management | ✗ ✔ ✗ |
| Animal Studies                         | ACM20110 Certificate II in Animal Studies                                               | ✗ |
| Automotive                              | 22015VIC Certificate II in Automotive Technology Studies (Pre-vocational)                | ✗ |
| Building & Construction                 | 21844VIC Certificate II in Building and Construction (Pre-apprenticeship) (partial completion) | ✗ |
| Business                                | BSB20107 Certificate II in Business and selected units of competency from Certificate III in Business | ✔ |
| Cisco                                   | CISCO1 Cisco (Discovery and Exploration)                                                 | ✗ |
| Community Services                      | 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 | ✔ |
| Dance*                                  | 21764VIC Certificate II in Dance                                                        | ✔ |
| Engineering*                            | 22019VIC Certificate II in Engineering Studies                                           | ✔ |
| Equine Industry                         | 21908VIC Certificate II in Equine Industry                                              | ✔ |
| Furnishing                              | LMF20309 Certificate II in Furniture Making and selected units of competency from Certificate III in Furniture Making | ✔ |
| Health                                  | HLT21207 Certificate II in Health Support Services  
HLT32407 Certificate III in Allied Health Assistance  
HLT32507 Certificate III in Health Services Assistance | ✗ ✔ ✗ |
| Hospitality                             | SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality  
SIT20307 Certificate II in Hospitality (Kitchen Operations) | ✔ ✔ |
| Information Technology*                 | ICA20105 Certificate II in Information Technology  
ICA30105 Certificate III in Information Technology (partial completion) | ✗ ✔ |
| Integrated Technologies                 | 22071VIC Certificate II in Integrated Technologies                                       | ✔ |
| Interactive Digital Media               | CUF20107 Certificate II in Creative Industries (Media)  
CUF30107 Certificate III in Media                                                      | ✔ ✗ |
| Laboratory Skills                       | MSL30109 Certificate III in Laboratory Skills                                           | ✔ |
| Music                                   | CUS20109 Certificate II in Music  
CUS30109 Certificate III in Music  
CUS30209 Certificate III in Technical Production                                         | ✗ ✔ ✔ |
| Small Business                          | 21956VIC Certificate II in Small Business (Operations/Innovation)                        | ✗ |
| Sport & Recreation                      | SIS20210 Certificate II in Outdoor Recreation  
SIS20310 Certificate II in Sport and Recreation  
SIS30510 Certificate III in Sport and Recreation                                        | ✗ ✔ ✔ |

✓ = Study Score  
✗ = 10% of the lowest study score of the primary four
What are Higher Education studies?

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing are offered through this program.

An Extension study is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first year Higher Education studies and constitutes at least 20 per cent of a full-time first year university course
- Of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first year Higher Education Studies and constitutes at least 20 per cent of a full time first year course
- Is comprised of curriculum not available in any current VCE studies and therefore is not linked to any VCE Unit 3 and 4 Study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline

Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3 – 4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study

*Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.*

Who can do a Higher Education study?

Higher Education studies are designed for independent high achieving VCE students. Schools wishing to join the program should discuss their participation directly with the Higher Education institution concerned. Schools also have the responsibility of counselling students regarding the prerequisite requirements for each Higher Education study.
Schools recommend students for participation in the program. The Principal / Pathways officer of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, **in the same year in which they enrol in the Higher Education study.**

**Making programs accessible**

To help students fit Higher Education studies in with their VCE, universities deliver programs in a variety of ways. These may be delivered on university campus, through schools, or through distance education and tutorials, depending on the institution.

**Who teaches the programs?**

Programs are taught either by university staff or by secondary school teachers who are recognised by the institutions as qualified to teach at that level and in that discipline.

**Higher Education Studies and completing the VCE**

A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3 and 4 sequence. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the Higher Education institution name reported on their VCE Statement of Results.

**Where to go for more information**

**Please attend the VSC Yr11 into 12 Information Night on Thursday 20th June in the Auditorium**

An **Expression of Interest** will need to be submitted through Web preference to be eligible for Higher Education Studies. Collect Expression of Interest application forms from the Head of Snr School Compliance & Assessment. Further information shall be sent to students who have provided an Expression of Interest when it becomes available from VCAA & supporting universities.

2020 participating universities:

- University of Melbourne
- Monash University
- RMIT University
- Australian Catholic University
- Deakin University
- La Trobe University
- Federation University
- Victoria University
- Melbourne Polytechnic
<table>
<thead>
<tr>
<th>Page</th>
<th>Subject</th>
<th>Unit 1 &amp; 2 Additional costs</th>
<th>Unit 3 &amp; 4 Additional costs</th>
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<td>VCE External Studies (LOTE &amp; VCE Studies)</td>
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<td>42-44</td>
<td>VCE VET Program</td>
<td>TBA in Enrolment Pack at Information Session</td>
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- No Charge other than descriptions on subject page.
* Competitions (optional)
** Excursion/Incursion costs throughout the semester
*Top Class Excursion/Incursion throughout semester
^VCAA Student Written Exam