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**Front cover**

*Untitled*

Mimi Galt, year 11 2016

Inspiration from appropriation, inspired by the works of Rene Magritte and Vincent Van Gogh

Photoshop manipulated appropriated imagery
Foreword

This booklet is designed to provide specific information on the studies available in the Victorian Certificate of Education program at year 11 in 2017 and year 12 in 2018.

It helps to provide a reference in the process where students make choices for their final two years of secondary education laying a foundation for future work or study. The booklet should be read in conjunction with the Year 11 Course Guide 2017.

Each of the VCE studies offered at St Leonard’s College is described in this booklet, including mention of any prerequisites, a description of the Units 1 to 4, and some advice on assessment.

Please note that a subject will only run provided a viable number of students choose it. In cases where a subject will not run due to insufficient numbers, families will be contacted so that an alternative can be selected.

It is important that students ensure that their choices satisfy any prerequisites for courses they may be interested in for future study.

If you have any queries please do not hesitate to contact me at the College.

Robyn Marshall
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Australian and Global Politics

Australian and Global Politics will only run subject to viable student numbers.

Introduction
In the 21st Century political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. Units 3 and 4 Global Politics will enable students to understand and reflect on contemporary international political issues, problems and events, and the forces that shape them.

The study includes the development of a conceptual framework within which students develop an understanding of the exercise of international political power. Consideration is given to the values and motivations that drive the exercise of political power, and the ways in which this power can benefit or undermine the welfare of individuals, groups and states.

Unit 1 – The national citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. While the focus of this study is the 21st Century and current events, historical events, examples and illustrations may provide students with contextual understanding and unique examples of the workings of the Australian political system.

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

Unit 3 – Global actors
In this unit students investigate the key actors in 21st Century global politics through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4 – Global challenges
In this unit students investigate key global challenges facing the international community in the 21st Century. They examine and analyse the debates
surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

**Assessment**

**Units 1 and 2**
School-assessed coursework

**Units 3 and 4**
School-assessed coursework – 50%
End-of-year examination – 50%
Biology

Introduction

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell, to that of the whole organism. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 – How do living things stay alive?

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

Unit 2 – How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore asexual and sexual reproductive strategies, and consider the advantages and disadvantages of each. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined. Students use chromosome theory to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision making about the inheritance of genetic conditions.

Unit 3 – How do cells maintain life?

An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the plasma membrane in defining the cell, its internal
spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. At the molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

**Unit 4 – How does life change and respond to challenges over time?**

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

**Assessment**

**Unit 1 and 2**

School-assessed coursework

**Unit 3 and 4**

School assessed coursework – 40%
End-of-year examination – 60%
Business Management

Introduction
Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1 – Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 – Establishing a business
This unit focuses on the establishment phase of a business’ life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business, and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3 – Managing a business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve 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. Students develop an understanding of the complexity and challenge of managing businesses, and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 – Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment
Units 1 and 2
School-assessed coursework including tests, essays and case studies

Units 3 and 4
School-assessed coursework – 50%
Final examination – 50%
Chemistry

**Introduction**

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries.

**Unit 1 – How can the diversity of materials be explained?**

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of materials and relate their structures to specific applications.

**Unit 2 – The chemistry of water**

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and apply these to determine concentrations of different species in water samples, including chemical contaminants.

**Unit 3 – How can chemical processes be designed to optimise efficiency?**

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical
production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, including the energy transformations involved and the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4 – How are organic compounds categorised, analysed and used?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 40%
End-of-year examination – 60%
Computing

Introduction
Four key concepts underpin VCE Computing: data and information, digital systems, approaches to problem solving, and interactions and impacts. These concepts are themes used as a way to understand and organise computing content. They provide a conceptual framework for teaching and learning programs and establish a way of thinking about problems, opportunities and digital systems. They also assist students in recognising these concepts after they have encountered several examples in action.

Units 1 and 2 are open for year 11 students. Year 10 students who are organised and have demonstrated a commitment to computer-based learning in previous studies may apply to undertake Units 1 and 2.

Units 3 and 4 must be taken as a sequence. Year 11 students who are well organised, committed and have programming experience may undertake Software Development Units 3 and 4.

Software Development focuses on the structure, design and implementation of information systems. The study examines how individuals, organisations and society interact with these information systems. Students study a general-purpose programming language selected from an approved list provided by the Victorian Curriculum and Assessment Authority.

Unit 1 – Data, networks, collaboration and communication
On completion of this unit students should be able apply problem-solving methodology to various projects, as well as work in a collaborative computing environment.

In Area of Study 1 students should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation. In Area of Study 2 the student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration, and predict risks and benefits for intended users. In Area of Study 3 the student should be able to design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

Unit 2 – Programming and data management
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Area of Study 1 the student should be able to design working modules in response to solution
requirements, and use a programming or scripting language to develop the modules. In Area of Study 2 the student should be able to apply problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs. In Area of Study 3 the student should be able to apply problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Unit 3 – Programming practice and analysis and design
In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution, and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4 - Software solutions and interactions and impact
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.
In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Assessment
Units 1 and 2
School-assessed coursework

Units 3 and 4
School assessed coursework – 20%
School assessed task – 30%
End-of-year examination – 50%
Drama

Unit 1 and 2 Drama and Unit 1 and 2 Theatre Studies are offered in alternate years. In 2017 Unit 1 and 2 Theatre Studies and Unit 3 and 4 Drama will be offered. In 2018 Unit 1 and 2 Drama and Unit 3 and 4 Theatre Studies will be offered.

Introduction
VCE Drama aims to develop one’s understanding, appreciation and skill in the original creation of dramatic work. The study involves skill-based workshops in different styles of acting and staging, the development of original work both as an individual and ensemble member, and the interpretation and staging of given texts. Students analyse and evaluate both the creation and performance of dramatic work.

Unit 1 – Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance style from a range of contexts associated with naturalism and non-naturalism. Students examine storytelling through the creation of solo and/or ensemble devised performances. They manipulate expressive skills in the creation and presentation of characters, develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles, and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2 – Non-naturalistic Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.
Unit 3 – Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist published annually on the Victorian Curriculum and Assessment Authority website.

Unit 4 – Non-naturalistic solo performance
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material, and use dramatic elements, conventions, performance styles, and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance. Students are encouraged to attend performances that incorporate non-naturalistic performance styles to support their work in this unit.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 40%
End-of-year performance examination – 35%
End-of-year written examination – 25%
Economics

There are no prerequisites for entry to Units 1, 2 and 3, however students who intend to undertake Units 3 and 4 are strongly encouraged to undertake Unit 1.

Unit 1: The behaviour of consumers and businesses
In this unit students explore their role in the economy, how they interact with businesses, and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts and examine basic economic models where consumers and businesses engage in mutually beneficial transactions. They investigate the motivations and consequences of both consumer and business behaviour, examine how individuals might respond to incentives, and consider how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary economic issues
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. Students focus on the possible trade-off between the pursuit of growth in incomes and production, and the goal of environmental sustainability and long-term economic prosperity. They examine whether the goals of economic growth and environmental sustainability can be compatible, and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence of the global economy on the world’s living standards by investigating one or more contemporary global issues and the trade-offs involved.

Unit 3: Australia’s economic prosperity
The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources. They develop an understanding of the key measures of efficiency and how market systems
can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society’s living standards. This unit also focuses on the macroeconomy. Students investigate the factors that influence the level of aggregate demand and aggregate supply in the economy. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate, and evaluate the effect of trade liberalisation.

Unit 4: Managing the economy
Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government’s domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government’s domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives, and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity.

Assessment

Units 1 and 2
School-assessed course work

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination – 50%
Introduction
The VCE course focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The course aims to develop literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Units 1 and 2
In Unit 1 students read and respond to texts analytically and creatively. In Unit 2 students compare the presentation of ideas, issues and themes in texts. In both Units 1 and 2 students analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. They also develop their skills in creating written, spoken and multimodal texts.

Reading and creating texts
In this area of study students explore how meaning is created in two texts. They identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader.

Students develop the ability to respond to texts in written and spoken and/or multimodal form. They develop analytical responses dealing with the ways in which texts convey meaning on key issues. They also develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work.

Reading and comparing texts
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the readers’ understanding of one text is broadened and deepened when considered in relation to another text. Students produce a written comparison of the selected texts, discussing important similarities and differences, and exploring how the text deals with similar or related ideas, issues or themes from different perspectives.

Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in various ways. They explore the use of language for persuasive effect and the structure and presentation of an argument. Students practice written analysis of the presentation of argument and the uses of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with language to position audiences.
Units 3 and 4
In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In Unit 4 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.

Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own interpretations of texts. Students prepare sustained analytical interpretations and creative responses to selected texts.

Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one and other in positioning the reader. Students develop written and spoken critical analyses of the use of argument and language in written, spoken and/or multimodal forms, including analysis of the quality of the reasoning presented and the use of features to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering the ways authors use language to express arguments.

Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

Presenting argument
In this area of study students build their understanding of both analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue. This area of study focusses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.

Assessment
Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 50%
End of year examination – 50%
Food Studies

In 2017, Food Studies will only be offered at Units 1 and 2 level.

Introduction
The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to society’s changing social, economic and environmental needs. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed. An understanding of the links between the history of food, food processing, nutrition, health and wellbeing is a high priority in contemporary society. Food Studies challenges students to make these links and provides them with the knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods.

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Units 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequenced nature of the study and the skills required, it is advisable that students undertake Units 1 through to 4. This subject is not offered to year 11 students as a Unit 3 and 4 study.

Unit 1 – Food origins
Students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures.

Unit 2 – Food makers
In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students will then consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements.

Unit 3 – Food in daily life
In this unit students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind food selection models including the Australian Dietary Guidelines. Students develop knowledge of the role of media,
technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this unit students demonstrate their practical skills through developing a repertoire of healthy meals suitable for children and families.

**Unit 4 – Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Firstly, students explore issues about the environment, ecology, ethics, farming practices, the development and application of technologies, the challenges of food security, food safety and food wastage, and the use and management of water and land. Students finish the unit by focusing on individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

**Assessment**

**Units 1 and 2**

School-assessed coursework including planning, production and evaluation reports for at least eight sessions, short written report, materials testing.

**Units 3 and 4**

- School-assessed coursework – 30%
- School-assessed task – 40%
- End-of-year examination – 30%
French

Introduction
French is widely spoken throughout the world, from the province of Quebec in Canada, through North, West and Central Africa, the French Pacific Islands (such as New Caledonia and French Polynesia), the Indian Ocean (Mauritius and Reunion Islands), and of course to Europe. In Europe, French is an important language in Belgium, Luxemburg and Switzerland, as well as being the national language of France. French, along with English, is one of the two official languages of the United Nations and its agencies. French is also a key language in many international organisations such as the International Olympic Committee, Doctors Without Borders and Red Cross. France plays an important role in international affairs, is an important cultural beacon, and is referred to as one of the “motors” of European integration.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality. French students often find they can learn other romance languages, such as Italian and Spanish, more easily.

The study of French in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge students will gain a greater appreciation of France, its history, traditions and peoples. They have opportunities to converse with a French language assistant on a weekly basis to build their experience and confidence in spoken French. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students need to have successfully completed year 10 French.

Each alternate year opportunities are provided by the Languages faculty for year 10 and 11 students to have immersion experiences in French speaking communities as part of a five week exchange.

Unit 1 – Topics of interest
Through the exploration of youth issues, family and future relationships, and education students develop a broad vocabulary and knowledge of grammar. School life and the future are examined. This enables them to share their opinions about the topics and to respond to written and spoken texts through a variety of text types such as invitations, articles, debate, dialogue, email, interview and letters. In class students take part in normal conversations and debates.

Unit 2 – Tourism, society and customs
Students examine tourism, travel, issues related to wildlife and the media. They examine and respond to texts such as advertisements, editorials, folk tales, films, and radio interviews. Students consolidate and build on grammar studied in previous units and have further opportunities to enhance their spoken French through conversations with the language assistant.
Unit 3 – Understanding the traditional way of life
Students explore issues relating to the environment and social issues such as racism and equal opportunities. The plight of homeless people is addressed and a study is made of the beliefs, customs and traditions of the French. School life and the future are examined. Students respond to written and spoken texts through a variety of text types such as imaginative stories, reports and speeches.

Unit 4 – Exploring the written and oral language
Students explore and compare aspects and culture of the French speaking community by completing a detailed study of a selected topic. They will study a range of written and oral texts which will enable them to develop an in-depth understanding of the chosen topic. They continue to consolidate and further enhance their skills through written and oral responses.

Assessment

Units 1 and 2
School-assessed coursework including formal tasks in listening, speaking, reading and writing

Units 3 and 4
Comprises written pieces and responses to spoken and written texts, role plays and interviews
School-assessed coursework – 50%
End-of-year oral examination – 12.5%
End-of-year written examination – 37.5%
Introduction
Geography is the study of where geographical features are located, why they are there, what makes one place different from another and how and why these differences matter. It looks at the interaction between human activities and natural processes and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The study of geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future? Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world’s resources. Fieldwork is undertaken in Units 1, 2 and 3. Units 1, 2 and 3 have no prerequisites but students must take Unit 3 prior to Unit 4.

Unit 1 – Hazards and disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and people’s responses to them. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 2 – Tourism
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 its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3 – Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many
regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4 – Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisation and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination – 50%
Please note that German will only run subject to viable student numbers.

Introduction

German is spoken in a number of European countries and across Eastern Europe. Australia has strong trade and cultural ties with Germany and its neighbouring countries and the language is a useful tool in industrial, cultural and scientific fields. As many Australians are of German heritage the language reveals the historical and cultural backgrounds of the many pioneers and families who moved to Australia recently and in the past. Through studying the language, students learn about different periods of history, literature, art and music. The study of the language engages students in new modes of expression and different perspectives on current issues.

The study of German in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge students will gain a greater appreciation of German speaking countries, their history, traditions and peoples. To enter the year 11 course students should have completed year 10 German. Students are encouraged to participate in the many opportunities that are available for immersion through intercultural exchange.

Unit 1 – An introduction to conversation

This unit begins with activities based on personal identity, home and background, family and friends, relationships, leisure and entertainment to prepare students for meeting new people and introductions in conversations. Articles form the basis of the study of young people and their current concerns. Students also compare the cultural traits of Germans and Australians and compare regional and national festivals, such as carnival and Easter celebrations. The topic of leisure and lifestyle is treated so that students can discuss holiday and travel experiences, fitness and sport to promote a healthy lifestyle, hobbies and self expression.

Unit 2 – Exploring lifestyle and attitudes

This unit begins with how to keep yourself fit and healthy and comparing what Germans and Australians do in this aspect of their lives. This allows students to explore the differing cultural attitudes to health and wellbeing as well as becoming familiar with various text types, such as writing a brochure, giving instructions and delivering speeches. Students then study the world of work, focusing on jobs and careers, vocational pathways, tradition and innovation in the workplace, unemployment and globalisation and its effects. Students learn how to differentiate between
evaluative, informative and argumentative writing. The third topic of this unit explores tourism and holiday activities, with a focus on the impact of tourism on the economy and the environment.

**Unit 3 – Social issues**

This unit commences with the topic of cultural diversity and migration. Students explore lifestyles and traditions, clichés, the concept of ‘Heimat’ and stereotypes. This is followed by the topic of the environment and nature conservation, including renewable energy sources, sustainability and recycling. This topic consolidates various grammatical structures including the passive tense and the subjunctive form. Their final task is to convince others to do more to protect our environment. The third topic is to explore famous German people and their contributions to music, art, literature and politics. As students are required to know various text types for the end of year exam, this topic allows them to explore the informative, evaluative and imaginative styles of writing.

**Unit 4 – Germany past and present**

This unit will focus on the life of a Turkish family in Germany spanning over three generations. A number of sub-topics will be explored, including German history, in particular the period after the Second World War, integration, German traditions, Jugendsprache (youth language) in a multicultural environment and social upliftment programs. Again various text types are used to present their findings, including various speaking activities to prepare the students for the oral exam. A considerable amount of time will then be used to prepare the students for both the external written and oral examinations at the end of the year.

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**Assessment**

**Units 1 and 2**

School-assessed coursework

**Units 3 and 4**

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%
Health and Human Development

Introduction
The study of Health and Human Development aims to enable students to:

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

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is possible for a student to study Units 3 and 4 in year 11.

Unit 1 – Health and development of Australia’s youth
This unit focuses on the health and individual development of Australia’s youth. Individual human development is defined as a lifelong continuous process beginning at conception and ending with death. It involves a series of orderly, predictable changes which can be classified as physical, social, emotional and intellectual. Students are introduced to key health and individual human development concepts including nutrition and food intake as they relate to youth as well as the determinants of youth health and development. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2 – Individual human development and health issues
This unit focuses on health and individual human development throughout the lifespan, looking at an individual’s human development from conception to ageing. Factors that influence health and individual human development including biological, behavioural, physical environment and social environment are addressed.
Unit 3 – Australia’s health
This unit focuses on Australia’s health and health care system and the role of nutrition on Australia's health. Students learn how health status is measured and study variations in the health status of specific population groups. Australia's National Health Priority Areas are investigated. Models for health and health promotion, the Australian health system as well as the role of government and non-government agencies in promoting healthy eating are included.

Unit 4 – Global health and human development
This unit focuses on global health and human development. The United Nations definition of the term ‘human development’ is explored with a particular focus on sustainability and sustainable human development. Investigation of the similarities and differences in the health status of Australia compared to developing countries is included using the United Nation’s Sustainable Millennium Development Goals. This unit also explores the interrelationship between health, human development and sustainability. The role of the United Nations and types of aid are studied. Students are required to analyse and evaluate programs related to literacy, food security, HIV/AIDS, malaria and safe water and sanitation.

Assessment

Units 1 and 2
School-assessed coursework including short tests, written reports and examinations

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination - 50%
There are no prerequisites for entry to Units 1, 2, and 3. Units 3 and 4 must be taken as a sequence.

**Units 1 and 2**

**Twentieth Century**

**Unit 1 - 1918-1939**
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. They study the events, ideologies and movements of the period after World War I including the post-war peace treaties, the emergence of extremism and the causes of World War II. In addition, students investigate social life and cultural expression in the interwar period and their relation to technological, political and economic changes of the era.

**Unit 2 - 1945-2000**
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. They investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and group in a range of contexts during the period 1945-2000. This may include experiences of decolonisation in the post-war world or social and political movements such as the civil rights movement in the United States.

**Units 3 and 4**

**Revolutions**
This subject provides the opportunity to study two revolutions, one in Unit 3 and one in Unit 4.

**Unit 3 - The American Revolution**
The revolution is covered from the first stirrings of revolt in 1763, when the British began trying to exert greater control over their American colonies, through to 1789 and the inauguration of George Washington as the first president.

**Unit 4 - The French Revolution**
The revolution is covered from 1774 and the growing signs of trouble in the ancient regime to 1795 (Year III of the republic), just after the end of the terror.

**Australian History**
Through studying Australian history, students explore four time periods from the last 200 years, which span the most transformative events and processes that have created modern Australia.

**Unit 3 – Colonies and conflict**
Area of Study 1: Students begin by investigating the clash of cultures between traditional Aboriginal societies and introduced British ideals. Radical change
occurred in just 25 years to completely transform Victoria into the most dynamic of the Australian colonies, and Melbourne into a world-famous city. Students construct and evaluate arguments to analyse the changing nature of Victoria in the period 1834-1860.

Area of Study 2: The visions of and for the new nation, created at Federation in 1901, were transforming Australia into one of the world’s most progressive countries. However, those visions were challenged in 1914 by World War I. Australia’s involvement in the war reinforced its loyalty to the British Empire, but at the same time led to a growing sense of independence. Students analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes to these visions that resulted from participation in World War I.

Unit 4 – Challenge and Transformation
Area of Study 1: World War II represented a direct threat to Australia’s security unlike previous conflicts. Government actions in aid of the war effort affected the whole nation and enormous numbers of both men and women were mobilised into the armed forces or wartime industries. Allegiances were reconsidered and plans for post-war Australia were created, all while the war was still being fought. Students analyse the social, economic, and political consequences of the crisis of World War II.

Area of Study 2: Post-World War II Australia was a time of prosperity and economic growth but also a time of challenge to traditional attitudes. Changing patterns of immigration and involvement in the war in Vietnam resulted in significant changes to Australian society. Students evaluate the nature and extent of change brought about by post-war immigration and Australia’s involvement in the Vietnam War.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination – 50%
Indonesian

Please note that Indonesian will only run subject to viable student numbers.

Introduction
Indonesia is one of Australia’s closest neighbours and links with and mutual understanding of this country and its people are important for our country’s future. The study of Indonesian offers our students an Asian language with a Romanised script and the opportunity to explore fascinating cultural traditions based on an agricultural and religious heritage.

The language is useful for students when visiting Indonesia, Malaysia and Singapore and when mixing with Indonesians and Malaysians in Australia or in future careers. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies.

The study of Indonesian at VCE continues the development of the skills of listening, speaking, reading and writing. Students learn more sophisticated modes of expression so they can relate to the different groups in society. With more knowledge students will gain a greater appreciation of Indonesia and Malaysia, their traditions and peoples.

To enter the year 11 course, students should have completed year 10 Indonesian. Each alternate year opportunities are provided by the Languages faculty to years 10 and 11 students to have immersion experiences in Indonesian speaking communities as part of a two to three week study tour.

Unit 1
In this unit we focus on themes relevant to the lives of young people such as travel, arts and entertainment, student exchanges, school life and international relationships. Students will explore differences in attitudes and culture between the two nations, focusing on issues of particular interest to young people.

Unit 2
Following on from Unit 1, we expand on the students’ knowledge of Indonesia, studying the cultural diversity of its society, its tradition as well as its historical background. Students will study the problems of urbanisation and overpopulation and its impact on the environment.

Unit 3
In this unit we focus on health and wellbeing as well as the stresses and pressures which are faced by students in their everyday lives. Other topics include the process of work and careers, westernisation in Indonesia, the environment and sustainability.

Unit 4
This unit focuses on the detailed study, involving research about social problems in Indonesia or other current issues. This unit is also vital preparation for the oral examination.
Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
Comprises written pieces and responses to spoken and written texts, role plays and interviews
School-assessed coursework – 50%
End-of-year oral examination – 12.5%
End-of-year written examination – 37.5%
Japanese

Please note that Japanese will only run subject to viable student numbers.

Introduction
Japanese is a language which opens doors to an Asian culture and society with which Australia has established lasting contacts. The culture introduces students to a new way of life and a different perspective on world issues. The language is useful in many professions but also introduces students to a different mode of expression and social nuances. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies.

Japanese studies at VCE continue the development of the skills of listening, speaking, reading and writing. Students will recognise a wider range of kanji in reading and also actively use more kanji in writing. With more knowledge students will gain a greater appreciation of Japan, its traditions and people.

To enter the year 11 course students should have completed year 10 Japanese.

Every few years opportunities are provided by the Languages faculty for year 10 and 11 students to have immersion experiences in Japanese speaking communities, as part of a three week study tour.

Unit 1 – Celebrations, interests and change in diet
Introduces students to celebrations and festivals in Japan that are discussed referencing important celebrations in Australia. Students also look at ways of socialising in Japan by conversing about popular Japanese interests and leisure activities. As they discuss their feelings and experiences they develop strategies to maintain a conversation. Students also learn about Japanese food and table manners through a unit on diet and lifestyle.

Unit 2 – Education system in Japan and online issues
The education system in Japan is looked at in comparison with that of Australia, examining the pros and cons of each. Well-known problems are dealt with, as are the effects on students. Behavioural issues in and out of the school are examined, with a focus on issues such as bullying, as well as addictive behaviour related to internet gaming and the like.

Unit 3 – Changes in family and society
Society has undergone enormous and rapid change over the past 100 or so years in Japan, and the resultant impact upon the economy and family structure has seen many far reaching and broad changes. Issues such as lifetime employment, the traditional extended family unit and the role of women are not what they once were.
Unit 4 – Societal and environmental problems
Students study the environment and examine Japanese views on recycling and caring for the environment. Through various texts, videos and articles they learn about various societal and environmental problems faced in modern Japan. The Detailed Study prepares students for the external oral examination.

Assessment
Units 1 and 2
School-assessed coursework

Units 3 and 4
Comprises written pieces and responses to spoken and written texts, role plays and interviews
School-assessed coursework – 50%
End-of-year oral examination – 12.5%
End-of-year written examination – 37.5%
Legal Studies

Introduction
Legal Studies exposes students to the features and operation of the legal system as well as allowing them to investigate some specific laws. It focuses on the way in which law is created and applied. At the end of the four units, students should have a broad general understanding of the justice system and the skills required to continue their study of law in the future.

There are no prerequisites for entry to Units 1, 2, or 3; students may complete Unit 1 or Unit 2 as standalone subjects. There is some overlap in the content studied in Units 1 and 2, and Units 3 and 4, and completion of Units 1 and 2 will provide a solid foundation for the material covered in Units 3 and 4. Students should note that Legal Studies requires clear and fluent writing skills as well as solid literacy skills as there is a variety of legal sources involved, particularly in Units 3 and 4.

Units 1 and 2 expose students to the fundamentals of law in our society, criminal law, the courtroom, civil law, issues for the law and individual rights protection. Upon completing these subjects, students should be able to reflect upon the legal system in an informed manner; understand and evaluate criminal cases, including the aims of criminal sanctions; evaluate the effectiveness of criminal courtroom procedures, describe aspects of civil law-making processes and procedures; pursuit of individual rights through the court system and be able to apply legal theory to relevant cases.

Unit 1 – Criminal law in action
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2 – Issues in civil law
Students examine the rights protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals.
Unit 3 – Law-making
Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Unit 4 – Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Assessment

Units 1 and 2
School-assessed coursework including case studies, folio and report, tests, mock court, structured assignments and examinations.

Units 3 and 4
Assessment is via a number of written tasks, usually in the form of a topic test.
School-assessed coursework - 50%
End-of-year examination - 50%
Introduction
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced, and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1 - Approaches to literature
A variety of genres is studied including poetry, plays, novels, short stories and films and will include at least one Australian text.

There are three areas of study in this unit:
- Readers and their responses
- Ideas and concerns in texts
- Views and values

Unit 2 - Contexts and connections
A variety of genres will be studied with an emphasis of texts from past eras and their transformation into modernised versions.

There are two areas of study in this unit:
- The text, the reader and their contexts
- Connections between texts

Units 3 and 4
We study two Australian texts and a combination of plays, poetry, short stories and novels.

There are three areas of study in unit 3:
- Adaptations and transformations
- Views, values and contexts
- Considering alternative viewpoints

There are two areas of study in unit 4:
- Creative response to texts
- Close analysis of texts

Assessment

Units 1 and 2
School-assessed coursework including reading journals, oral and written reviews, text analyses, essays and dramatic presentations.

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination – 50%
Mathematics

Introduction
Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise, as well as being a means by which people can understand, interact with and manage their environment. Essential mathematical activities include conjecturing, hypothesising, problem posing and problem solving, generalising, applying the known to the unknown, investigating and modelling.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence in making effective use of mathematical concepts, processes and skills in both practical and theoretical contexts.

Subjects offered
The following units of study are offered:

Units 1 and 2 (year 11)
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Units 3 and 4 (year 12)
- Further Mathematics
- Mathematical Methods
- Specialist Mathematics

A student may count a maximum of two Unit 3 and 4 mathematics subject marks in their top four for the purpose of calculating their ATAR. A third Unit 3 and 4 mathematics subject can only be counted as their fifth or sixth subject.

Calculators
A CAS calculator is required for all VCE Mathematics subjects (retained from year 10).

Units 1 and 2 Subjects
Foundation Mathematics Units 1 and 2
This subject provides for students who wish to continue to develop their mathematical studies but do not wish to undertake any studies in mathematics at Units 3 and 4 level. There is a strong emphasis on the use of mathematics in practical contexts. The areas of study for Units 1 and 2 are space, shape and design, patterns and number, data, and measurement.

General Mathematics Units 1 and 2
This subject provides a non-calculus based course for a broad range of students. The six possible areas of study for Units 1 and 2 are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations, and statistics.
Mathematical Methods Units 1 and 2
This subject provides a course for able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are functions and graphs, algebra, calculus, and probability and statistics.

Students must have studied, and successfully completed, year 10A Mathematics to be able to study Mathematical Methods.

Specialist Mathematics Units 1 and 2
This subject provides a course for very able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are arithmetic and number, geometry, measurement and trigonometry, graphs of linear and non-linear relations, algebra and structure, transformations, trigonometry and matrices, arithmetic and number, discrete mathematics, and statistics.

Students must either have studied previously, or be concurrently studying, Mathematical Methods in order to take Specialist Mathematics at either Units 1/2 level or Units 3/4 level.

Assessment (all Unit 1 and 2 subjects)
School-assessed coursework

Units 3 and 4 Subjects
Further Mathematics Units 3 and 4
This is a non-calculus course designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The areas of study consist of the core topics of data analysis and recursion, and financial modelling, and two modules selected from: matrices, networks and decision mathematics, geometry and measurement, or graphs and relations. Students will be advised at the start of the academic year which modules have been chosen by the College.

Assessment
School-assessed coursework – 34%
Examination 1 – 33%
Examination 2 – 33%

Mathematical Methods Units 3 and 4
This course extends the content studied in Units 1 and 2, preparing students for background or further study in, for example, science, humanities, economics and medicine. The areas of study are functions and graphs, algebra, calculus, and probability and statistics. Students should have successfully completed Units 1 and 2 Mathematical Methods in order to undertake Units 3 and 4.

Assessment
School-assessed coursework – 34%
Examination 1 – 22%
Examination 2 – 44%

Specialist Mathematics Units 3 and 4
This subject extends the content studied in Units 1 and 2. The areas of study are functions and graphs, algebra, calculus, vectors, mechanics, and probability and statistics. Students should have successfully completed Units 1 and 2 Specialist Mathematics in order to undertake Units 3 and 4.

Assessment
School-assessed coursework – 34%
Examination 1 – 22%
Examination 2 – 44%
### Course Combinations

The following table gives possible combinations of units for students who choose to continue with mathematics at Units 3 and 4 level.

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Introduction

The study of media includes:

- media forms such as the press, radio, film, television, and photography
- media processes such as publishing, broadcasting, advertising, news and current affairs production, popular music, popular culture, information dissemination, and retrieval technologies and multimedia

This study is designed to enable students to:

- investigate and analyse their own and others’ experiences of media
- analyse media products to understand how meaning is constructed and develop an understanding of the range of meanings carried by media texts
- develop an understanding of production processes involved in the construction of media products
- examine the relationship between the media, media products, and society
- develop an awareness of media policies and issues within Australian society
- develop and refine skills in the areas of production and critical analysis
- develop the ability to present coherent analysis of media texts

The study of Media comprises written responses, essays, research, discussion and working from textbooks. Students should have good writing skills in order to successfully complete a range of written tasks and formal exams. The practical component of the subject represents only a small percentage of the course, with theory-based classes the dominant format. The small practical component concentrates on video production techniques and not on photography.

Students attempting Units 1 and 2 are strongly advised to have successfully completed year 10 Media, whilst students attempting Units 3 and 4 Media should have successfully completed Units 1 and 2 Media.

Unit 1 – Representation and technologies of representation

This unit involves the study of the implications of media technology for the individual and society, and how codes, conventions and selection processes create meanings in media products. For this unit, students must complete three outcomes.

Unit 2 – Media production and the media industry

Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. For this unit students must complete three outcomes.
Unit 3 – Narrative and media production design
Students develop an understanding of production and story elements in narrative texts and consider how these are constructed to engage an audience. Students also develop practical skills through designing media productions. Three outcomes must be completed in this unit.

Unit 4 – Media: process, influence and society’s values
Students develop an awareness of the role of social values in media texts and critically analyse issues raised about the role and influence of the media. The main purpose of this unit is to further develop practical media production skills. Students need to complete three outcomes, which include the use of a range of technical equipment, processes and applications.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 18%
School-assessed task – 37%
End-of-year examination – 45%
Music Investigation

This subject is only offered at Units 3 and 4 level.

Introduction
Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the Student and performance of works that are representative of the Focus Area. Student’s research of Music characteristics and performance practices representative of the Focus Area underpins the Investigations, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Students use a work they have selected from a prescribed list as a starting point, and design an investigation into a specific area of music which becomes their Focus Area. This Focus Area is the basis for study of repertoire, performance, technique and general musicianship. Students should select a Focus Area that is of particular interest to them and that compliments their experience and abilities as a performer. The Focus Area should also provide scope for students to develop their performance expertise and musicianship. The repertoire associated with the Focus Area needs to be broad enough for the students to build a performance program that meets the requirements of Unit 3 Outcome and Unit 4 Outcome 3. Works selected for the performance program should allow students to demonstrate interpretive mastery of the repertoire as well as highly developed technical skills on their chosen instrument/s.

Students’ interpretation of works in the performance program for these units is informed by:
• study of repertoire that is representative of the Focus Area yet diverse in character
• research into and application of performance practices relevant to the Focus Area
• investigation and analysis of characteristics of a range of works that are representative of the Focus Area
• insights from composing/improvising/arranging and performing an original work that incorporates music characteristics typical of the Focus Area

These students build on knowledge and skills developed over Music Performance Units 1 to 4. Students electing to undertake this study choose whether they will present their end of year performance examination as a member of a group OR as a soloist.

Unit 3
In this unit students select a work from a prescribed list as the basis for an investigation of a focus area. They explore the focus area through three complementary areas of study: investigation, composition/arrangement/improvisation and performance.

Unit 4
In this unit students continue the exploration within the focus area they began in Unit 3. In Unit 4 the investigation involves the preparation of program
notes to accompany their end of year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the focus area.

**Assessment**

**Units 3 and 4**
School-assessed coursework – 50%
Solo music performance or group performance - 50%
Music Performance

Introduction
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. VCE Music Performance offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. This study enables students to:

- Perform, compose, arrange and/or improvise music from diverse styles and traditions
- Demonstrate musicianship
- Engage with diverse music genres, styles, contexts and practices
- Communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- Use electronic and digital technologies in making and sharing music and communicating ideas about music
- Explore and expand personal music interests, knowledge and experiences
- Use imagination, creativity and personal and social skills in music making
- Access pathways for further education, training and employment in music
- Participate in life-long learning in music and involvement in the music life of their community

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works that they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analyse concepts to develop their musicianship skills, and apply this knowledge when preparing and presenting performances.

Unit 2
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice-related technical work. They develop skills in performing previously unseen music and
study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

**Unit 3**
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

**Unit 4**
In this unit students refine their ability to present convincing performances of group and solo works. Students select group or solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

**Assessment**

**Units 1 and 2**
School-assessed coursework

**Units 3 and 4**
School-assessed course work - 30%
Aural and written examination - 20%
Solo music performance or group performance - 50%
Philosophy

In 2017, this subject will only be offered at Units 1 and 2 level.

Introduction
Philosophy, literally translated as “love of wisdom”, grapples with some of the most profound questions we can ask. What is the nature of reality? Is it possible to attain absolute certainty about anything? What is the purpose of human existence? Are “right” and “wrong” simply matters of culture? Does God exist? Exploring these questions is fascinating and intellectually challenging. Philosophy asks us to move beyond routine thinking and to interrogate our thought processes and beliefs. We learn to examine our prejudices, probe the assumptions behind what we believe, and offer justifications for our views.

Doing philosophy is not about coming up with a single “correct” answer, but rather developing the ability to think critically and creatively, analyse problems, clarify concepts, and construct reasonable, organised arguments. Most importantly, philosophy demands that we think for ourselves. It has been described as “an extreme sport for the mind”. Philosophy should help us to see the difference between clear, careful, creative thinking, and sloppy, superficial thinking. Such skills of independent, logical thinking are highly transferable. The essential thinking skills fostered by Philosophy not only assist us to be better thinkers and communicators in other disciplines and life as a whole, but also provide excellent preparation for any future career. Studying philosophy nurtures students’ curiosity, problem-solving skills, open-mindedness, persistence and intellectual confidence.

The study also focuses on philosophers and philosophical ideas at different stages in history. Students will gain an appreciation for the history of western ideas, and how the assumptions of our own contemporary culture have their roots in ancient ways of thinking. Philosophy is a challenging and stimulating subject that often confronts students with ideas they haven’t considered before. These four VCE units are designed for able and motivated students who are not afraid to think hard. Strong reading and writing skills are essential. Students are advised to complete Units 1 and 2 before proceeding to Units 3 and 4.

Unit 1 – Existence, knowledge and reasoning
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical
viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Metaphysics is the study of the basic structure and categories of what exists, or of reality. We explore questions including: What is the nature of concepts such as mind, soul, thought and consciousness? How are views on the mind and body significant for contemporary debates such as artificial intelligence or the treatment of animals?

Epistemology addresses problems of knowledge. We explore questions including: How can we know things? Can we know anything with certainty? What is the difference between knowledge and belief? What are our sources of knowledge in areas such as the physical and human sciences and how reliable are they?

Unit 2 – Questions of value
What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3 – Minds, bodies and persons
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in texts by historical philosophers from the Western tradition such as Plato, David Hume and John Locke with more contemporary views, Buddhist perspectives, and their own commonsense assumptions. Implications for these debates on areas such as artificial intelligence and post-humanism are considered.

Unit 4 – The good life
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient philosophers such as Plato and Aristotle and modern philosophers such as Friedrich Nietzsche and Peter Singer. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates surrounding foreign aid, the environment, and attempts at censorship in the internet age.

Assessment

Units 1 and 2
School-assessed coursework including journal entries, short written exercises, essays and oral responses

Units 3 and 4
School-assessed coursework - 50%
End-of-year examination - 50%
Physical Education

Introduction
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended and would be most advantageous to have an appreciation of human movement, anatomy and physiology.

Unit 1 – The human body in motion (semester 2)
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2 – Learning and improving skills (semester 1)
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.
Unit 3 – Movement skills and energy for physical activity

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

Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 50%
End-of-year examination - 50%
Introduction
Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and other sciences.

Unit 1 – What ideas explain the physical world?
In this unit students explore how physics explains phenomena which are not always visible to the unaided human eye. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity, and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2 – What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3 – How do fields explain motions and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery
to homes. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

**Unit 4 – How can two contradictory models explain both light and matter?**

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

**Assessment**

**Units 1 and 2**
School-assessed coursework

**Units 3 and 4**
School-assessed coursework – 40%
End-of-year examination – 60%
Psychology

Introduction
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a bio-psychosocial approach. The study explores the connection between the brain and behaviour by focusing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Unit 1 – How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories.

Unit 2 – How do external factors influence behaviour and mental process?
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 – How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility
of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4 – How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a bio psychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 40%
End-of-year examination – 60%
Studio Arts

Introduction
The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual arts facilitates creative thinking and the development of new ideas as well as supporting connection and exchange with others.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1 – Artistic inspiration and techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2 – Design exploration and concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

Unit 3 – Studio production and professional art practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.
For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Unit 4 – Studio production and art industry contexts
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Assessment

Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed Task: 66%
End-of-year examination: 34%
Unit 1/2 Drama and Unit 1/2 Theatre Studies are offered in alternate years. In 2017 Unit 1/2 Theatre Studies and Unit 3/4 Drama will be offered. In 2018 Unit 1/2 Drama and Unit 3/4 Theatre Studies will be offered.

Introduction
Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft, including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

Unit 1 – Pre-modern theatre
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

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

Unit 2 – Modern theatre
This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1920s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era. Theatrical movements in the modern era include epic theatre, constructivist theatre, theatre of the absurd, political theatre, feminist theatre, expressionism, eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), physical theatre, verbatim theatre and theatre in education.

Unit 3 – Playscript interpretation
In this unit students develop an interpretation of a playscript through stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of
a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance and analyse and evaluate its interpretation of the playscript.

**Unit 4 – Performance interpretation**
In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend.

**Assessment**

**Units 1 and 2**
School-assessed coursework

**Units 3 and 4**
School-assessed coursework 45%
End-of-year stagecraft examination – 25%
End-of-year written examination – 30%
Visual Communication Design

Introduction
Visual communicators in fields such as architecture, engineering, graphic design, multimedia, industrial design, advertising, fashion and interior design all depend on visual imagery to develop and communicate ideas and information. This subject uses text and images in imaginative and original ways, to communicate a message to an audience. This study is designed to teach an understanding of the application and function of freehand drawing, drawing conventions such as technical drawing, computer aided design and design elements and principles. Students learn about Australian and international designers, and have the opportunity to learn how contemporary design has been influenced historically, socially and culturally.

At year 11 students are able to undertake Visual Communication and Design Units 1 and 2 only.

A student must have successfully completed Visual Communication and Design Units 1 and 2 in order to undertake Units 3 and 4.

Unit 2 – Applications of Visual Communication Design
Students are introduced to the use of two-dimensional and three-dimensional technical drawing conventions with environmental design or industrial/product design the focus of their folio work. A focus on manipulating type and images for a particular need when communicating ideas is included with students producing a folio of work, which will include posters, packaging and brand identity logos.

The final outcome for this unit will focus on a folio of visual communication design that demonstrates the comprehensive use of the design process to create visual solutions to a brief. The folio will demonstrate stages of the design process including research and drawings from observation, rendering techniques, construction methods in model making, digital drawing methods using Adobe Photoshop and Illustrator, development of manual drawing methods and final presentation.
Unit 3 – Design thinking and practice
This unit focuses on the design process, and how the process is applied by designers in industry. Students will produce a brief for a client taking into account the client's needs, purpose, audience, characteristics, context, constraints and possible final presentations. Students use their research and analysis of visual communication designers to support the development of their own work.

Unit 4 – Designing to a brief
The purpose of this unit is to follow the design process and produce developmental work for two final presentations based on a brief. Two final presentations will also be submitted. Students will present a pitch to evaluate and explain the process.

Assessment
Units 1 and 2
School-assessed coursework

Units 3 and 4
School-assessed coursework – 25%
School-assessed task – 40%
End of year examination – 35%
Introduction
Completion of a VCE VET program enables students to graduate with both a VCE certificate (with an ATAR) and a nationally recognised Vocational Education and Training qualification. All VCE VET programs may be included in a student’s primary four studies for the calculation of the ATAR score.

Advantages of a VCE VET program
Students can complete a Vocational Education and Training qualification as they complete their VCE

- Completion of a Vocational Education and Training Certificate provides students with additional pathways including university, diploma and certificate courses
- Both part-time and full-time employment opportunities are enhanced as students develop skills relevant to the industry

Beyond school students may:

- apply for a university course with an ATAR as with any other VCE program
- proceed to a TAFE course, entering the program with credit for units of competence already completed
- proceed directly to employment using the qualification and vocational skills acquired

VET Assessment and contribution to the VCE Program
Students completing both years of a VET subject will receive four unit credits towards their VCE: two at Units 1 and 2 and a Units 3 and 4 sequence. Students undertake a Scored Assessment to receive a contribution to the ATAR and to gain a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth subject when calculating the ATAR.

Assessment
Coursework tasks – 66%
End of year examination – 34%

Interactive Digital Media
Interactive Digital Media will be taught at St Leonard’s College subject to viable student numbers. Therefore, no external travel to TAFE may be necessary.

Certificate III in Interactive Digital Media
This qualification provide students with a broad range of knowledge and creative computing skills to pursue a career or further training in the Interactive Digital Media industry in areas such as film and television production, 2D and 3D animations, radio broadcasting, graphic design, digital imaging, photography, web design and authoring.
The VCE VET Interactive Digital Media give students the opportunity to gain practical skills in multimedia (interactive digital media) design and development. Student learn, create, develop and broaden a range of skills and knowledge in a wide variety of digital media contexts: visual design graphics, digital photography, multimedia, 2D animation, 3D digital models, web design and authoring, interactive media, visual effects, digital imaging manipulation and film production coordination. Students focus mainly on Adobe Master Suite CC applications, such as Photoshop, Bridge, Flash, Dreamweaver, Illustrator, After Effects, Premiere Pro, InDesign, Edge Animate.

Through this program, students will have the opportunity to gain practical skills in multimedia design and development. The students will receive hands-on experiences with hardware and software, which is currently in use by industry. Commencing in years 10 or 11, students will progressively build their skills in interactive digital media production and design, both technically and creatively. The VCE VET Interactive Digital Media program is drawn from a national training package and offers portable qualifications, which are recognised throughout Australia. There are no prerequisites for this course.

Completion the Certificate III in Media may lead to job opportunities in the screen and media (interactive digital media) industry through vocational or higher education pathways.

Course structure – Units 1 and 2 (2017)
Please note that the Year 11 2017 course will be updated. Full details are not yet available.

Units 1 and 2 (2017)
• Develop and extend critical and creative thinking skills
• Work effectively in the screen and media industries
• Follow occupational health and safety procedures
• Produce and prepare photo images
• Maintain interactive content
• Create 3D Digital Models

Course structure – Units 3 and 4 (2018)
• 2D digital animations
• Write content for a range of media
• Explore and apply the creative process to 2D forms
• Author interactive sequences
• Prepare video assets
• Create visual design components

Career opportunities
Completing the Certificate III in Media will assist students in pursuing a career in the screen and media (interactive digital media) industry through vocational or higher education pathways. With additional training and experience potential employment opportunities can include camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, games designer, photographer, production assistant, web designer, web author, 2D and 3D animator or special effects producer.

Hospitality
This program is drawn from the Tourism, Hospitality and Events Training Package and offers the appropriate knowledge and skills that prepare students for a diverse range of occupations in the hospitality industry, including commercial cookery and catering, food and beverage service and accommodation service.

Certificate II in Hospitality – Stage 1 – VCE Units 1 and 2
Certificate II in Hospitality is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage
service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene.

Classes are on Wednesday afternoons 2.30pm – 7.00pm with practical classes finishing later. Students will complete the Certificate II in Hospitality in the first year and also receive a food handlers certificate.

**Certificate II in Hospitality - Enhanced Stage 2 - VCE units 3 and 4**

Units 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee. Students will receive a Statement of Attainment and a Responsible Service of Alcohol Certificate.

Studies in Stage 1 and Stage 2 lead to advanced standing in the Diploma/Advanced Diploma of Hospitality and the Holmesglen Bachelor of Hotel Management.

Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles, such as: food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maître d'.

**Certificate II in Hospitality (Kitchen Operations)**

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities needed to work in various hospitality enterprises where food is prepared and served. Students will complete the same first year as the Certificate II in Hospitality (above) followed by a bridging program prior to commencing stage 2.

**Certificate II in Hospitality (Kitchen Operations) – Stage 2**

Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, and preparing appetisers, salads, stocks, sauces, soups, and desserts. All units in this program are selected from the Certificate III in Commercial Cookery. Students continuing studies after year 12 will receive advanced standing in the Certificate III in Commercial Cookery, or other related hospitality studies.

With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook.

**Note:** The Training Package for Hospitality has recently been updated and the options for VCE are currently under review by VCAA. There may be some changes to the information supplied above.

**Community Recreation – Sport and Recreation**

**Certificate III in Sport and Recreation**

The VCE VET Sport and Recreation program is drawn from the Sport, Fitness and Recreation Training Package and provides students with the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.
In Units 1 and 2 students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes core units such as conducting basic warm-up and cool-down programs, planning and conducting sport and recreation sessions and undertaking a risk analysis of activities. Students also undertake electives drawn from the aquatics, fitness, sport and outdoor recreation streams.

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.