Senior School Course Guide 2021
VCE, VCAL and VET
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Welcome to Years 11 and 12!

There are two achievable goals that are at the foremost in our minds throughout the years of senior schooling here at Flinders:

1. Building Godly character within our students and;
2. Assisting our students to achieve their personal and academic goals.

Building on character formation through the earlier years of education, the focus in Senior School shifts to character formation through the strengthening of relationships across multiple age groups/year levels. Attention is also given to the development of resilience within our students as young adult issues arise and as decisions need to be made to attain goals for career and/or tertiary studies. Here our strong pastoral program, together with a strong support of our Student Welfare team, Chapel services and morning devotions, play their role in building Godly character. Furthermore, our team of professional teachers, administrative support staff and the various education pathways and programs that we offer, confidently allow us to assist your child as they strive to achieve personal and academic success.

Students entering Year 11 will be choosing, for the most part, the first year of their two year VCE program. Some students may already have taken the opportunity to accelerate in one VCE subject and will be completing their first Unit 3 and 4 combination. However, other students will choose our VCAL pathway, where the focus is on a chosen work industry/environment and appropriate work/life related skills are predominant.

Students entering into Year 12 will last year have chosen their subject and courses that build toward the prerequisite needs for an ATAR that will gain them entry to their preferred University or Tertiary career pathway. They will now choose subjects which will allow them to achieve their academic goals and complete their VCE. Those who commenced the Intermediate Year of VCAL will move into their Senior VCAL Year, gaining greater independence and experience in their chosen work studies/field as they complete their VET courses.

Throughout our Year 11 and 12 program, we will continue to utilise academic support programs. This will involve partnering with guest presenters from outside institutions to help enable our VCE students to develop resilience, build upon study skills and where relevant prepare for examinations. We strongly encourage VCE students to make use of the advice and support from our Careers Coordinator and to attend Exam Lecture programs and University Open days to help strengthen their career direction and exam preparation.

VCE students and parents are strongly urged to read through our VCE Policy handbook so that they are clear as to our expectations on issues regarding School Assessed Coursework, applications for Special Consideration and maintaining a healthy and productive balance to study. Similarly, VCAL students and parents are strongly urged to read through the VCAL handbook.

REMAIN FOCUSED AND BALANCED

We encourage students to keep their end goal in mind. In order to achieve their best, sacrifices may need to be made. As students near the end of their secondary schooling, they are asked to focus on their studies and reduce the number of extra-curricular activities in which they participate. Students are discouraged from participating in too much part time work and too many sporting activities or other ventures. In order to achieve their best results, students must be committed to achieving their best on a consistent basis across Year 11 and 12.

What this looks like will differ from student to student and will involve ongoing discussions between students, parents and staff so that students can achieve their best results.
Flinders Christian Community College Senior School:
• Provides a distinctive Christian education
• Delivers strong academic and vocational pathways
• Values excellence over mediocrity
• Believes that relationships are based on mutual respect, Christian love, and the acceptance of responsibility
• Has an effective pastoral care program providing a welcoming, safe, caring, positive and respectful environment for learning, games, community and service
• Provides all students with the opportunity to become confident and successful learners as they prepare themselves to meet the challenges of the future

“So teach us to number our days that we may apply our hearts to wisdom.” Psalm 90:12

Our Senior School will encourage students to:
• Develop their Christian faith and character
• Achieve their potential (academic and personal)
• Take advantage of the broad range of opportunities provided
• Develop a sense of personal pride and self confidence
• Adopt a global perspective
• Value and respect the needs of others
• Contribute to a community
• Experience and celebrate success
• Develop leadership skills

Our hope is that you as parents will feel:
• Supported and listened to
• Partnered in the educational direction of your child
• That your child is being well prepared for his or her future through spiritual and character development

We hope that as students journey through life they will in their own time, whether here at Flinders Christian Community College or elsewhere, come to appreciate and understand that there is a God who loves and cares for them.

“So teach us to number our days that we may apply our hearts to wisdom.” Psalm 90:12

“Prepare your minds for action…” 1 Peter 1:13

“...Be transformed by the renewing of your mind...” Romans 12:1-2
Important Considerations in Choosing a Pathway

Flinders offers Senior School certificates regulated by the Victorian Curriculum and Assessment Authority. The certification pathways are the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students may also undertake Vocational Education and Training (VET) as part of their personal VCE or VCAL program.

The two different learning pathways cater for students’ different gifts and aspirations. From the outset, it is vitally important that you understand the distinctive differences between VCE and VCAL. This is because you cannot use the same units of study to get both certificates.
Victorian Certificate of Education - VCE

This is the most popular Year 11-12 educational pathway for Victorian students

• Students at Flinders take six subjects in Year 11 and five subjects in Year 12
• Students may commence their studies by taking a VCE subject in Year 10 (conditions apply)
• VCE is the main route by which Victorian school leavers gain access to university and other higher education courses
• Students who take VCE examinations in Year 12 may obtain an Australian Tertiary Admissions Ranking (ATAR); an ATAR is normally required for university applications

Options within the VCE

• Flinders offers VCE Units in over thirty different subjects
• If a VCE subject that interests you is not available at the school, you may be able to study it via Distance Education through Virtual School Victoria (VSV). (This involves an additional fee)
• Language courses studied via distance education are delivered through the Victorian School of Languages. (This involves an additional fee)
• High-performing students may choose Higher Education Studies or an Extended Investigation as VCE Units in Year 12 (in consultation with the Head of Teaching and Learning (HOTL) and VCE Coordinator)
• VCE may include a Vocational Education and Training (VET) course, connecting a student’s studies to industry or the workplace. (This involves an additional fee)
Victorian Certificate of Applied Learning (VCAL)

While the VCE is a good choice for students who would like to go on to further education at university, some students feel that this is not the right option for them. The VCAL is an accredited senior secondary qualification undertaken in Years 11 and 12. It is particularly suited to students who do not intend or expect to go to university upon leaving school.

- Students who do the VCAL are likely to be interested in starting an apprenticeship, getting a job after completing school, or going on to further work-related training at a Technical and Further Education (TAFE) institute.
- The VCAL is based on principles of applied learning.
- The VCAL also places strong emphasis on workplace learning and community service.
- Accredited modules and units must be selected for the following four compulsory strands:
  1. Literacy and Numeracy Skills
  2. Work Related Skills
  3. Industry Specific Skills
  4. Personal Development Skills
- To complete the Industry Specific Skills Strand, VCAL students must take a VET course in both Years 11 and 12.
- The VCAL does not provide students with an ATAR, to facilitate entrance to universities.
- To ensure students make the right selection of pathway, students may be requested to complete an application form and attend an interview prior to acceptance on our VCAL course.

Vocational Education and Training (VET)

Vocational Education and Training (VET) provides an opportunity for schools, training institutes and industry to work together. TAFE Colleges and accredited secondary colleges offer courses that provide specific work-related training.

- Successful completion of a VET course results in the award of a nationally recognised certificate.
- VET certificates are essential for the completion of the VCAL.
- Successful completion of some VET courses contribute to satisfactory completion of the VCE, and some may contribute points to a student’s ATAR (Australian Tertiary Admission Ranking).
- Our students have access to a variety of courses, primarily delivered at the Chisholm Institute (Frankston TAFE).

PLEASE NOTE:

- VET courses take place off-site and participants need to make their own travel arrangements.
- VET courses carry an additional fee.
- Some VET courses take place in school time which may result in a VCE student missing timetabled classes and having to catch up.
- Students who are unsure whether they wish to undertake a VCE or VCAL pathway are encouraged to include a VET course in their program to allow for easy transition from the VCE to VCAL pathway.
LEARNING PATHWAYS

VCE
Victorian Certificate of Education
Usually 20 – 24 units
>30 Different studies available
Please Note: a VET subject is optional

VCAL
Victorian Certificate of Applied Learning
Literacy & numeracy
Industry Specific Skills,
Work Related Skills
Personal Development Skills
Please Note: a VET subject is compulsory

VET
Vocational Education and Training
Training (TAFE, VETis or other RTO)
School-Based Apprenticeships (SBA)
Structured Workplace Learning
Other Traineeships

Completion of VCE

Completion of VCAL

Employment/
Apprenticeship/
Traineeship/Workplace Learning

TAFE Certificate II/III/IV,
Diploma, Advanced Diploma

University
If you are an exceptionally able student, you may be able to add to your VCE studies with a first year university subject through an extension studies program. Extension studies build on VCE studies to first year university level and are available in a wide range of subjects at several Universities.

Selection for any extension program must receive the approval of the Principal, who must adhere to strict guidelines. It is recommended that you have achieved a study score of at least 40 in a ‘preparatory study’ of a Unit 3 and 4 sequence study in Year 11.
**VCE School Assessed Coursework**

As part of the assessment of Unit 3 and 4 studies, students are required to complete either School Assessed Coursework (SAC) or School Assessed Tasks (SAT). After the completion of these tasks, teachers will provide feedback to students indicating the score they have obtained. However, it is important to note that the total scores for School Assessed Coursework or School Assessed Tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority (VCAA).

**Australian Tertiary Admission Rank (ATAR)**

The ATAR is not a score out of 100 - it is a rank. It shows a student’s achievement in relation to other students.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. VTAC forwards the ATAR along with application information to selection authorities at institutions.

**HOW IS THE ATAR CALCULATED?**

VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR.

The ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible; and
- 10% of the fifth and sixth permissible scores that are available

- A scored VCE VET program contributes directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study

Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications that are not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE by way of recognition of a fifth or sixth study increment towards their ATAR.

**WHO GETS AN ATAR?**

In order to be eligible for an ATAR calculation students who satisfactorily complete VCE must have:

- a Unit 3 and 4 sequence with a study score from the English group
- at least three other Unit 3 and 4 sequences with study scores
Acceleration Program

At Flinders Christian Community College it is possible to “accelerate” in the VCE. Acceleration is where a student chooses to undertake a subject more advanced than their current year level. For example: a Year 11 student may choose to complete a subject at Unit 3 and 4 (Year 12) level. There are restrictions in the subjects that are available for acceleration due to the arrangement of the subjects in the VCE blocks and the other subjects that a student wishes to undertake. Students are expected to have maintained a 70% grade average across all subjects to be considered eligible to accelerate. Students will also be required to complete an application process that details their reasons and desire to accelerate. Each application will then be reviewed by a Senior School Panel.

When choosing an acceleration subject it is important to be clear about the reasons for the acceleration. Students are encouraged to think carefully about the subjects in which they apply to accelerate. It is also important that they discuss the matter fully with the Careers Coordinator and the Head of Teaching & Learning – Secondary. While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit acceleration in the same subject in consecutive years.
Selecting a VCE Program

Before completing the VCE Course Selection Sheet, the study outlines should be consulted.

Many of the decisions made about subject choices at the end of Year 10 can affect access to study and career options in later years. It is extremely important that wise and informed decisions are made.

GENERAL GUIDELINES

1. Find out if there are any pre-requisites for your chosen career or intended future Course of Study. Universities and TAFE Colleges publish the list of pre-requisites of both Units 1 and 2 and Units 3 and 4 for all tertiary courses. Students should ensure that these pre-requisite studies are included in their program at the appropriate level.

2. The VCE is a minimum two-year program and some studies are best attempted at Units 3 and 4 by completing some preparatory studies at Units 1 and 2. For example, if you wish to pursue Physics Units 3 and 4, it would be sensible to plan to complete Physics Units 1 and 2.

3. A number of Universities and TAFE Colleges have specified that some units must be taken at Unit 1 and 2 level in addition to taking the same study at Unit 3 and 4 level to gain tertiary entrance.

4. Students should aim to have a balanced course. Many students wish to change direction even in the last two years of schooling and this may not be possible if a narrow range of options has been chosen. The best idea is to keep as many options open for as long as possible.

5. Students should be realistic in their choices. There is a major jump in the quality and quantity of work associated with VCE studies.

6. We charge a levy for some VCE subjects. This levy is an additional charge to families to cover the additional materials (e.g. equipment and ingredients) or activities (e.g. camps) required to deliver the learning outcomes of these courses. For an indicative guide to levies, please refer to the current fee schedule for your Campus (https://www.flinders.vic.edu.au/carrum-downs-campus/fees/ or https://www.flinders.vic.edu.au/tyabb-campus/fees/)

The best advice is for students to choose studies that:

- they have researched and have an interest in
- they enjoy
- they can achieve to a high standard
- meet pre-requisites for tertiary studies
Our aims are to:

- Offer a variety of VCE subject options that is diverse and agile enough to provide for tertiary pathways and meet students’ current and future needs
- Offer the widest possible range of student choice, within the capacity of the College
- Provide as much consistency and stability as possible in our year-on-year list of VCE subjects offered
- Assure students and parents that specific VCE subjects available upon enrolment will still be available when subject selections are made
- Provide families with a simple subject selection process with clear guidelines

How is our VCE subject offering organised?

We offer an assured selection of VCE subjects (List A) whilst also providing further choice of subjects that may vary from year to year (List B).

**LIST A**

Unit 1/2 VCE classes we will **always** offer at **both** campuses:

- Biology
- Business Management
- Chemistry
- Applied Computing & Information Technology\(^1\) (x1)
- English
- General Maths
- Health & Human Development
- Humanities\(^2\) (x2)
- LOTE\(^3\) (x1)
- Math Methods
- Music (x1)
- Physical Education
- Physics
- Psychology
- Visual Arts\(^4\) (x1)

**LIST B**

Unit 1/2 VCE classes we will offer at **one** or **both** campuses, whenever operational circumstances permit:

- Agricultural and Horticultural Studies (TY campus)
- Drama or Theatre Studies
- Food Studies
- Humanities\(^2\) (x1)
- Literature
- LOTE\(^3\) (x1)
- Outdoor + Environmental Studies
- Specialist Maths
- Visual Arts\(^4\) (x1)

\(^1\) Selected from: Informatics; Software Development
\(^2\) Selected from: Accounting; Geography; History; Legal Studies; Philosophy; Religion & Society
\(^3\) Selected from: Chinese Language, Culture & Society (CD only); German; Indonesian (TY only)
\(^4\) Selected from: Media (CD only); Studio Arts; Visual Communication & Design
How do we decide to run a List B subject?
The operational criteria that we consider include:
1. the level of student demand
2. the genuineness of student demand and priority placed during selection
3. the relevance of a subject as a tertiary course pre-requisite
4. the availability of a teacher capable of delivering the course to College standards, and/or balanced against the teacher’s other roles and College needs
5. the College’s logistical and resourcing restraints
6. the professional discretion of College leadership

What about Units 3 and 4 (Year 12)?
A List A subject will be always be offered at Unit 3/4 level the year after it has run at Unit 1/2. This will enable students to complete the whole VCE course.
If we have taught a List B Unit 1/2 subject and a student wants to complete Unit 3/4, we will provide them the opportunity to do so.

How do we manage small VCE classes?
We want to run as many of the courses we offer as we can. To make this possible, we may:
• Run a combined Unit 1-4 class
• Support the students through Distance Education, with the cost being covered by the College
• Explore the possibility of a combined-campus class, taught using blended learning and online resources

How often is the subject offering reviewed?
List A and List B will be reviewed every three years. This will provide us with time to communicate any prospective changes to families and opportunities to introduce new courses we haven’t previously offered.

Subject Symbols
At a glance these symbols give students an indication of the type of learning they can expect within the subject.

- Hands On
- Folio Based
- Reading
- Writing
- Technology
- Numeracy
Distance Education Guidelines
These guidelines are written to provide clear information about the options for studying a VCE subject through an online provider. Whilst we expect that many students will be able to study a suitable VCE program entirely through classes offered at school, there are a number of situations where there might be a clash of subjects in the same block or a subject is not able to be offered.

Please read these guidelines carefully and inform the VCE Coordinator if there are questions or concerns.

What is Distance Education and who offers it?

Distance Education is offered by the Victorian School of Languages (VSL) and Virtual School Victoria (VSV – until recently known as the Distance Education Centre of Victoria - DECV). When undertaking a subject through Distance Education, a student is provided with their tuition and study resources by the VSL or VSV. Students nominate Distance Education as one of their VCE subjects, and it appears on their timetable as Distance Education for nine periods over a two-week cycle. During this time, students work independently on their Distance Education subject. Students may be required to upload completed coursework or contact their VSL or VSV teacher, which may be done at the College during these periods.

Formal assessment tasks are sent to the College, administered by the Senior School Administration team, to meet authentication requirements, and submitted to VSL or VSV. This typically occurs during Supervised Study lessons or times authorised by the VCE Coordinator.

When will a student choose a VSL/VSV subject?

There are a number of reasons why a Distance Education option might be taken:

- When the Unit 1&2 blocking precipitates a clash with an acceleration Unit 3&4 subject. Students are encouraged to undertake the Unit 1&2 subject through VSV/VSL and complete Units 3&4 as a school-based subject the following year.
- When a student nominates a List A subject (refer to the Senior School Course Guide for the List A and B VCE subjects) and the numbers are insufficient for this subject to run onsite.
- When there is a subject which a student wishes to undertake as part of their VCE suite of subjects which is not on offer at the College.

A decision to undertake Distance Education must be made in consultation with the VCE Coordinator and on the understanding that no alternatives exist within the College’s own blocking. On occasion, the Careers Coordinator may also need to be involved in this discussion.
Which students will be likely to thrive in a distance education subject?

Students who have a demonstrated track record of motivation and self-discipline are likely to be successful when undertaking a subject through Distance Education. This would include organisation skills, effective time management, proactively seeking assistance when necessary and taking responsibility for their own learning.

Which students are likely to struggle?

Conversely, students who have shown difficulty with time management and organisation, and who particularly benefit from the accountability of direct teacher instruction and support in a class setting are less likely to stay on top of the Distance Education program.

What support is available for the student?

As the student is enrolled in a course being offered by an external provider (VSV/VSL), all questions regarding coursework should be addressed to the Distance Education teacher. VSV/VSL teachers are available to help students either by online support or by telephone.

If a student undertakes a subject with a practical component, they may be required to complete these activities at home or may need to travel to the VSV site in Thornbury to complete these elements of the course. If the latter is required, the activities will be structured to minimise the days of on-site attendance and the student will benefit from meeting other VSV students.

All students undertaking a Distance Education subject will be required to meet with the VCE Coordinator and VASS Administrator to discuss study plans and upcoming assessment dates.

Review of progress will occur throughout the semester as required. If a student falls behind in submitting coursework, the Distance Education teacher will notify the College, student and parents.

Please note that feedback on student progress is infrequent and usually confined to comments on work returned to students. Communication between tutors and the College is also occasional, and typically when students are behind with their work. When concerns are raised, the VCE coordinator will enquire about the nature and solution to the problem, inform parents that we have been contacted and work with the student to ensure the problem is resolved. If a problem is not solved through this intervention, more serious issues will be referred to the Head of Senior School.

Grades are reported to students and parents once a semester.
Who pays and under what circumstances?

It is the expectation that parents will cover the additional costs of the VSL/VSV subject except in the following circumstances:

- When the Unit 1/2 blocking precipitates a clash for a Year 11 student between a subject they nominated in their *top four preferences* (excluding English) and their acceleration Unit 3/4 subject.

- When a student nominates a List A subject (refer to the Senior School Course Guide for the list of A and B listed VCE subjects) and the numbers are insufficient for this subject to run onsite.

Parents of students, who elect the subject by choice are required to pay all VSV/VSL costs. This will be charged to the student’s annual school fees in the year the course is undertaken.

How do I enrol in a Distance Education subject?

Any student wishing to undertake a subject through Distance Education following the Subject Counselling Interview, must discuss this with the VCE Coordinator and explain to him/her of their intention to undertake a Distance Education subject, and which one. The student/parent is then responsible for enrolling in the subject through the VSL/VSV portal.


VCE Subjects
English Faculty

The English requirement for the award of the VCE

English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL – English as an Additional Language) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

Units 1 and 2 (Year 11)

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. The English group at this level comprises English Units 1 and 2, English Language Units 1 and 2, Foundation English Units 1 and 2 and Literature Units 1 and 2.

Units 3 and 4 (Year 12)

English Units 3 and 4 and English (EAL) Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than the English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student’s English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

Please note: Currently, Flinders Christian Community College offers studies in English and Literature.

The Victorian Tertiary Admissions Centre (VTAC) has advised that the tertiary entrance requirements and ATAR calculations will be as follows:

• For calculations of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an approved sequence in the English group is required
• Any of the approved Unit 3 and 4 sequences within the English Group will be counted in the ATAR but no more than two will be permitted in the primary four
• The current policy of not allowing more than one of English and English (EAL) will continue

In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning.

John 1: 1-2

How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

Psalm 119: 9-10

Your word is a lamp unto my feet and a light unto my path.

Psalm 119: 105
UNIT 1:

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

Areas of Study

1. Reading and Creating Texts:
   Students explore how meaning is created in a text by identifying, discussing and analysing 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.

2. Analysing and Presenting Argument:
   Students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument.

UNIT 2:

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

Areas of Study

1. Reading and Comparing Texts:
   Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts.

2. Analysing and Presenting Argument:
   Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.
UNIT 3:
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of Study
1. Reading and Creating Texts:
   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.

2. Analysing Argument:
   Students analyse and compare the use of argument and language in texts that debate a topical issue.

UNIT 4:
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study
1. Reading and Comparing Texts:
   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.

2. Presenting an Argument:
   Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Written Examination: The three-hour examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. Assessment will be based on an analytical response to one of two texts selected from the English Text List; an analytical response to a pair of selected texts from the English Text List; and an analysis of argument and the use of persuasive language in unseen text/s. This task contributes 50% to the final study score.
UNIT 1:

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

It is strongly recommended that students have studied a Literature elective in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Literature.

Students contemplating doing only VCE Literature (with no VCE English) will need to apply through the Senior School office.

Areas of Study

1. **Reading Practices:**
   Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning and engaging with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text.

2. **Ideas and Concerns in Texts:**
   Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

UNIT 2:

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

1. **The Text, the Reader and their Contexts:**
   Focuses on the interrelationships between the text, readers and their social and cultural contexts.

2. **Exploring Connections between Texts:**
   Focus on the ways that texts relate to and influence each other and consider how the reading of a text can change according to the form of the text and its context.
UNIT 3:
In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

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

Although not a pre-requisite, it is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in Literature before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Students contemplating doing only VCE Literature (with no VCE English) will need to apply through the Senior School office.

Areas of Study
1. Adaptations and Transformations:
   Focuses on how the form of text is significant in the making of meaning.

2. Creative Responses to Texts:
   Focuses on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts.

UNIT 4:

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of Study
1. Literary Perspectives:
   This area focuses on how different readings of texts may reflect the views and values of both writer and reader.

2. Close Analysis:
   Students will focus on detailed scrutiny of the language, style, concerns and construction of a text.
Art, Design and Technology Faculty

Food Studies
Media Studies (CD Only)
Studio Arts
Visual Communication Design

Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:2
UNIT 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed. Students investigate cuisines that are part of Australia’s culinary identity and the concept of an Australian cuisine. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of Study

1. Food around the world:
   In this area of study students explore the origins and cultural roles of food. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

2. Food in Australia:
   In this area of study students focus on the history and culture of food in Australia. Students conduct research into foods and food preparation techniques introduced by immigrants over time and indigenous food practices. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

UNIT 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food productions industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Areas of Study

1. Food Industries:
   In this area of study students focus on commercial food production in Australia. Students apply an inquiry approach, on food industries and Australia’s economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. Students investigate new food product development and innovation. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

2. Food in the home:
   In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.
UNIT 3: Food in Daily Life

This unit investigates influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the eating, appreciating, digestion of food, functional properties of food and changes that occur during food preparation and cooking as well as the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals are influenced by social environments. Students inquire into the role of food in shaping and expressing identity. They investigate the establishment of lifelong, healthy dietary patterns.

The practical component enables students to understand food science terminology and to apply specific techniques to the production of everyday food that promotes nutritious and meal patterns.

Areas of Study

1. **The science of food:**
   In this area of study students focus on the science of food. They investigate eating, digesting, and consumption of macronutrients. They investigate food allergies, food intolerances and food contamination. Students apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to produce safe and nutritious meals.

2. **Food choice, health and wellbeing:**
   In this area of study students focus on influences and patterns of eating in Australia. The link between social factors and food access and choice, as well as the social, emotional and psychological factors. The role of media, technology and advertising as influences of food habits and beliefs, and the principles of healthy food patterns in children. Students will cook healthy meals suitable for children and families.

UNIT 4: Food issues, challenges and futures

In this unit students examine global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, technologies, food security, food safety, food wastage, and the use and management of water and land.

Area of Study 2 focuses on individual responses to food information and misinformation and the factors which influence consumers to make discerning food choices. They will look at food fads trends and diets. They practice and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Areas of Study

1. **Environment and Ethics:**
   Students address Australian and global food systems, relating to the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates. Students will consider environmental and ethical issues.

2. **Navigating food information:**
   Students will focus on food information and misinformation, including contemporary food fads, trends and diets and comparing them to the Australian Guide to Healthy Eating. Students will practice and improve their food selection skills. The practical component will provide opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.
UNIT 1: Media forms, Representations and Australian Stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

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

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of Study

1. Media Representations
   The media plays an important role in shaping society and the values and beliefs of the audience. The construction of media products suggests a sense of realism and naturalism that belies their nature as codified representations that reflect the values of media makers and audiences at the time, location and context of their construction. Representations rely on a shared understanding of media forms, codes and conventions and the processes of selection, omission and construction. Representations are influenced by social, industrial, economic and technological factors existing at the time, location and context of their creation, production, distribution and consumption.

2. Media Forms in Production
   Representation, the construction of meaning, distribution, audience engagement, consumption and reception of the media provide the inspiration for students to explore ideas and develop media productions. Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

3. Australian Stories
   Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products.
UNIT 2: Narrative Across Media Forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

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

Areas of Study

1. Narrative, Style & Genre
   In this area of study students explore and examine how narratives construct realities and meaning for audiences. Narratives are constructed and shaped referencing a rich production history. This includes the personal and distinctive style of media professionals who play leading roles in the construction of the narrative, the selection and manipulation of media codes and conventions that stem from a range of cultures and histories, and the influence and constraints of contextual factors affecting the creation, construction and distribution of the narrative.

2. Narratives in Production
   Narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution. The production and distribution of narratives involves skilled use of media technologies, often in collaboration with others, where each individual undertakes specific roles and responsibilities required at each stage of the production. While the production of narratives is a creative process, they are produced for specific audiences and are constrained by the contexts in which they are produced, distributed, consumed and read. Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

3. Media & Change
   Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. Media convergence and hybridisation collapses traditional media boundaries and significantly alters the ways audiences engage with, consume, read, participate in, influence and are shaped by the media. Digital technologies, interactivity, immersive content and participatory practices have become a feature of creation, production, distribution, engagement with, consumption and reception of the media. Media industries and institutions have adopted and adapted aspects of convergence to build and maintain audience share through new forms of interaction.
UNIT 3: Media Narratives and Pre-Production

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

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

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of Study

1. Narrative & Ideology
   Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives. Other influential factors include the social, cultural, ideological and institutional contexts relating to the period of time and location in which the media narrative was produced, the purpose of the media narrative, the genre, style, content, particulars of distribution and consumption and reception. Students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

2. Media Production Development
   Media productions develop out of that which has come before. Media creators and producers frequently reference ideas and techniques that have been developed by others. Collecting, acknowledging and building upon ideas, structures, aesthetics and techniques informs the direction of media productions and an understanding of how audiences are engaged. Students investigate and research a selected media form to inform the development of their proposed production. This research contributes to the direction of their production design.

3. Media Production Design
   Informed by their learning in Area of Study 2, students use industry specific design and planning, both in written and visual documentation, to complete a media production design. The design incorporates a clear fictional and/or non-fictional narrative for a specified audience in a selected media form as outlined below. Students take into account the relevant media codes and conventions of the selected media form.
UNIT 4: Production and Issues in the Media

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

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

Areas of Study

1. Media Production
   - The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design.

2. Agency and Control In and Out of the Media
   - The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested. The media and its audiences are now both thought to exercise agency; the capacity to act and exert power. On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.
UNIT 1: Studio Inspiration and Techniques

Students focus on developing and understanding the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Idea development is tracked in a visual diary, students research and analyse artworks from different times and cultures, visit exhibitions and reflect on how artworks are presented to an audience.

Areas of Study

1. Researching and recording ideas
   Focussing on researching and recording art ideas. Students develop an understanding of studio practice and identify sources of inspiration to be used as starting points for exploring materials and techniques.

2. Studio practice
   Focus on the use of materials and techniques in the production of at least one artwork, students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials.

3. Interpreting art ideas and use of materials and techniques
   Focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks.

UNIT 2: Studio Exploration and Concepts

Focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles through art history and visiting exhibition spaces, students begin to understand the use of other artists’ work in the making of new artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.

Areas of Study

1. Exploration of studio practice and development of artworks
   A focus on developing artworks through an individual studio process based on visual research and inquiry. Students learn to explore ideas, source inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. They experiment with materials and techniques and apply them to a selected art form. Students learn to generate a range of potential directions in the studio process around which an artwork can be developed. Students analyse and evaluate these in a visual diary before the production of the artwork.
2. **Ideas and styles in artworks**

   Students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists’ ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists’ works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists’ moral rights. Art terminology and skills in researching and using a variety of references are used to further understanding of art practice.

**UNIT 3: Studio Practices and Processes**

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio 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 studio process to support the making of finished artworks in Unit 4.

The students process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

**Areas of Study**

1. **Exploration proposal.**

   Students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is written before the start of the studio process; however, this proposal may be expanded upon during the early stages of the studio process. The exploration proposal is developed on an individual basis and sets out the student’s creative responses to formulating the content and parameters of the studio process. The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.
2. **Studio process**
   Students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities. Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4.

3. **Artists and studio practices.**
   Students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist. They consider the artists’ use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks.

   Students compare the selected artists and artworks in different historical and cultural contexts. Through the study of recognised historical and contemporary artworks in a range of art forms, students develop analytical skills when investigating the artist’s choice of subject matter, the communication of ideas, the development of style, the use of materials and techniques, the use of art elements and art principles and the ways in which aesthetic qualities are created by the artist and perceived by the audience. Through the study of recognised historical and contemporary artworks in a range of art forms, students develop analytical skills when investigating the artist’s choice of subject matter, the communication of ideas, the development of style, the use of materials and techniques, the use of art elements and art principles and the ways in which aesthetic qualities are created by the artist and perceived by the audience.
UNIT 4: Studio Practice and Art Industry Contexts

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Areas of Study

1. Production and presentation of artworks.
   Students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The presentation of artworks demonstrates relationships between the artworks that are interpreted through the aesthetics, themes, conceptual possibilities and/or materials and techniques discussed in the exploration proposal. Materials and techniques are refined and applied, ideas and aesthetic qualities are resolved. Students present no fewer than two artworks, with evaluated selected potential directions, including a plan about how the artworks were developed.

2. Evaluation
   In this area of study students reflect on the selection of potential directions that formed the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks.

3. Art industry contexts
   Students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. Students visit at least two different art exhibitions. Students analyse how specific artworks are presented and demonstrate their understanding of the artists’ and curators’ consideration of how artworks are displayed within the art exhibitions.
UNIT 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking and drawing skills to make concepts visible and tangible. Students practise drawing from observation, use visualisation drawing methods to explore their own ideas and complete presentation drawings to clearly communicate their final visual communications. Design elements and principles are employed to affect the way visual information is read and perceived.

Areas of Study

1. **Drawing as a means of communication:**
   Using observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated in stages of the design process.

2. **Design elements and design principles:**
   Experimentation with design elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas.

3. **Visual communication design in context:**
   Exploring how visual communications have been influenced by social and cultural factors, as well as past and contemporary visual communication practices.

UNIT 2: Applications of Visual Communication within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods incorporating technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas, develop an understanding of the design process and engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Areas of Study

1. **Technical drawing in context:**
   The acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions for a selected design field.

2. **Type and imagery in context:**
   Develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images.

3. **Applying the design process:**
   The application of specific stages of the design process to organise thinking and to solve design problems in response to a given brief with a target audience in mind.
UNIT 3: Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas.

Areas of Study

1. Analysis and practice in context:
   Explore a range of existing visual communications in the communication, environmental and industrial design fields. Draw on the findings from the analysis to inform the creation of visual communications that articulate these connections.

2. Design industry practice:
   Investigate how the design process is applied in industry to create visual communications.

3. Developing a brief and generating ideas:
   Detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

UNIT 4: Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Areas of Study

1. Development, refinement and evaluation:
   Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. Students must ensure that ideas for each communication need are discernibly different in intent and presentation format.

2. Final presentations:
   Focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats.
Health and Physical Education Faculty

Health and Human Development
Outdoor and Environmental Studies
Physical Education

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God?
1 Corinthians 6: 19
UNIT 1: Understanding Health and Wellbeing

This unit explores health and well being as a concept, taking the view that health and well being has different meanings for different people. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and investigate factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of Study

1. Health Perspectives and Influences
   Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

2. Health and Nutrition
   This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

3. Youth Health and Wellbeing
   In this area of study students focus on the health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia’s youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia’s youth can be promoted and improved.
UNIT 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. In particular, students look at changes and expectations that are part of the progression from youth to adulthood.

Students explore the Australian healthcare system in order to extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

1. Developmental transitions
   This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept.

2. Health care in Australia
   This area of study investigates the health system in Australia. Students examine the various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.
UNIT 3: Australia’s Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept, and health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO), which forms the foundation in their analysis and evaluation of variations in the health status of Australians. This unit also explores health promotion and improvements in population health over time. Various public health approaches and the interdependence of different models are considered as they research health improvements and evaluate successful programs.

Areas of Study

1. Understanding Health and Wellbeing
   This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia’s health is not isolated from the rest of the world. Students inquire into the WHO’s prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

2. Promoting Health and Wellbeing
   This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.
UNIT 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students examine changes in burden of disease over time and study the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

This unit also explores global action taken to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO), as well as the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their individual capacity to take action.

Areas of Study

1. Health and Well Being in a Global Context
   This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

2. Health and the Sustainable Development Goals
   This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN’s SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia’s aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.
UNIT 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of Study:

1. Motivations for outdoor experiences
   Students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences.

2. Influences on outdoor experiences
   This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.
UNIT 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit, students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Areas of study:

1. Investigating outdoor environments
   This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments.

2. Impacts on outdoor environments
   This area of study focuses on the human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus here is on the impacts of humans – both positive and negative. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments.
Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

Areas of Study:

1. **Historical relationships with outdoor environments**
   This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement.

2. **Relationships with Australian environments since 1990**
   Students will examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships.
Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.

Areas of Study:

1. **Healthy outdoor environments**
   Students explore the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts.

2. **Sustainable outdoor environments**
   In this area of study students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Students develop an understanding that management strategies, together with acts and conventions, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.
UNIT 1: The Human Body in Motion

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

Areas of Study

1. How does the musculoskeletal system work to produce movement?
   In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

2. How does the cardiorespiratory system function at rest and during physical activity?
   Students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.
UNIT 2: Physical Activity, Sport and Society

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.

Areas of Study

1. **What are the relationships between physical activity, sport, health and society?**
   In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

2. **What are the contemporary issues associated with physical activity and sport?**
   In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.
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.

Areas of Study

1. How are movement skills improved?
   In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

2. How does the body produce energy?
   In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.
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, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Areas of Study

1. **What are the foundations of an effective training program?**
   In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

2. **How is training implemented effectively to improve fitness?**
   In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.
### Humanities Faculty

- **Accounting**
- **Business Management**
- **Geography**
- **Modern History** — Units 1 and 2
- **History – Revolutions** — Units 3 and 4
- **Legal Studies**
- **Philosophy (TY Only)**
- **Religion & Society** — Units 3 and 4

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You care for the land and water it; you enrich it abundantly. The streams of God are filled with water to provide the people with grain, for so you have ordained it.

*Psalm 65: 9*

For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.

*Romans 15: 4*
UNIT 1: Role of Accounting in Business

The unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Areas of Study:

The role of accounting
In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business.

Recording financial data and reporting accounting information for a service business
In this area of study students investigate the role of accounting in generating financial data and accounting information.

UNIT 2: Accounting and Decision-making for a Trading Business

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

Areas of study:

Accounting for inventory
In this area of study students investigate use of both the First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business.

Accounting for and managing accounts receivable and accounts payable
In this area if study students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to those areas.

Accounting for and managing non-current assets
In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting depreciation.
UNIT 3: Financial Accounting for a Trading Business

The unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

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

Areas of Study:

Recording and analysing financial data
In this area of study students focus on identifying and recording financial data for business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations.

Preparing and interpreting accounting reports
Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions.
UNIT 4: Recording, Reporting, Budgeting and Decision Making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

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

Areas of study:

Extension of recording and reporting

In this area of study students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual methods and ICT. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business. They also examine ethical considerations that may effect the recording and reporting of financial data and business performance.

Budgeting and decision-making

Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. They also discuss and evaluate the ethical considerations associated with business decision-making and business improvement.
UNIT 1
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of study
1. The business idea:
   Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

2. External environment:
The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

3. Internal environment:
The internal environment affects the approach to and success of business planning. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

UNIT 2
In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of study
1. Legal requirements and financial considerations:
   Introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

2. Marketing a business:
   Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.
3. **Staffing a business:**
   Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

**UNIT 3**

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.

**Areas of study**

1. **Business foundations:**
   Introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business.

2. **Managing employees:**
   Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. They consider Maslow’s Hierarchy of Needs, Locke and Latham’s Goal Setting Theory and Lawrence and Nohria’s Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

3. **Operations management:**
   The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.
UNIT 4

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.

Areas of study

1. **Reviewing performance - the need for change:**
   Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin’s Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter’s (1985) Generic Strategies.

2. **Implementing change:**
   Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. They consider the principles of Senge’s Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.
UNIT 1

In this unit students undertake an overview of hazards and disasters before investigating two contrasting types of hazards and how people respond to them. Students examine the processes involved with hazards and hazard events, considering impacts, responses and interconnections between human activities and natural phenomena.

Areas of Study

1. Characteristics of Hazards
   In this area of study students will assess the classification of types of hazards by their causes and the interconnections between causes. They will receive an overview of hazards including their global distribution, location, scale, frequency, sequence and magnitude and their role in natural systems and for these they must assess the nature of at least two selected hazards, including:
   - Physical causes
   - Location, scale, frequency, magnitude, sequence
   - The role of human activity in initiating and/or compounding the selected hazards and how this has changed over time
   - The economic, social, political, environmental and cultural factors affecting the risk level and impacts for people, places and environments
   - The spatial association of these factors and impacts and how they are interconnected
   - The potential and realised positive and negative impacts on people and environments in the short and long term
   - Comparison with similar hazards in other parts of the world. They must also use applications of spatial technologies by agencies in identification and assessment of impacts, and management of hazards and hazard events

2. Response to Hazards and Disasters
   This area of study requires students to investigate the economic, social, political, environmental and cultural factors influencing responses to selected hazards and disasters. They will assess the nature and importance of spatial association and interconnections between natural processes and human activities in developing responses to selected hazards and disasters, such as prediction of risk and vulnerability, planning protection and mitigation, recovery and reconstruction. They must critique and evaluate specific responses by national and global organisations regarding prediction, planning, recovery and reconstruction to similar hazards and disasters in other parts of the world, and the issues and challenges that can arise as a result of these responses, and how their effectiveness can be measured and the role of spatial technologies in management of responses to selected hazards and disasters.
UNIT 2

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, issues and challenges of ethical tourism. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Areas of Study

1. Characteristics of Tourism
   This area of study will analyse the characteristics of domestic, international and ethical tourism, the changing characteristics of tourism over time, the location and distribution of different types of tourism and tourist destinations, the economic, social, political, environmental and cultural factors affecting the different types of tourism at selected locations from two different parts of the world, including:
   • Natural and human characteristics of host destinations
   • Development of transport and communication infrastructure
   • International agreements and national policies
   • Changing income and lifestyles
   • Investment and marketing
   • Regional occurrences, for example major events, disasters, diseases, and economic and political situations It will also analyse the use of spatial technologies by the tourism industry

2. Impact of Tourism
   This area of study will allow students to analyse the environmental, economic, social and cultural impacts and sustainability of tourism at a range of locations and spatial and temporal scales, the issues and challenges for people and the environment that occur due to these impacts, including climate change, the role of planning in managing sustainable outcomes in tourism, the range of management strategies and their effectiveness in responding to environmental, economic, social and cultural impacts, including ethical tourism.
UNIT 3

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Areas of Study

1. Land Cover Change
   In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate two major processes that are changing land cover: deforestation and melting glaciers and ice sheets.
   They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at two different locations in the world – one location for each process.
   They also evaluate two different global responses to the impacts of land cover change, one global response for each process.

2. Land Use Change
   In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change. This change may have recently occurred, be underway or be planned for the near future.
UNIT 4

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

Areas of Study

1. Population dynamics.
   In this area of study students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external, population movements and how they can be long term or short term. The study is supported with examples from within and between countries with different economic and political conditions and social structures that illustrate the dynamics of population. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

   In this area of study students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Issues resulting from these population trends include, among others, meeting the differing economic and social needs of the people for each country and the needs of the environment. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate the effectiveness of strategies in response to these issues and challenges. Strategies can be selected from government and/or non-government organisations. Comparison of strategies is undertaken within each selected country.
UNIT 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Area of Study

1. Ideology and conflict

In this area of study students will focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

Students should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

1. Social and cultural change

In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

The period between the wars was characterised by significant social and cultural change. While the 1920s, a time in Western society known as the Roaring Twenties, was largely marked by optimism and material prosperity in the West and Japan, by contrast the thirties was a period of severe economic hardship for many, dominated by the impact of the Great Depression.

In this area of study students may focus on one or more of the following contexts: Australia, China, France, Germany, Italy, Japan, Russia/USSR, the Ottoman Empire/Turkey, the British Empire/United Kingdom and/or the USA.

Students should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.
UNIT 2: The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas.

Area of Study

1. Causes, course and consequences of the Cold War

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

2. Challenge and change

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century.

Nations were challenged by internal struggles over ideology and regional conflicts continued. Although, terrorism was not a new phenomenon, it took on new dimensions and became increasingly global, such as the attack in the USA on 11 September, 2001, and the Bali Bombings in 2002, particularly with the rise of prominent groups such as Al Qaeda.

Developments in media and mass communication including cable television, the internet and social media meant that many social and political ideas and movements transcended national boundaries. The digital revolution in the beginning of the 21st century saw the rise of social media, which played a key role in challenging traditional authority, work, lifestyle, and forms of communication and media, and in changing the nature of consumerism and destabilising authoritarian regimes and fuelling popular change. The speed at which these ideas and movements were shared with global audiences changed the social, political and economic features of states. Democratic systems and authoritarian regimes also used social media as a method for communicating their ideas as well as suppressing challenge and dissent.

This area of study focuses on challenge and change in relation to at least one of the following themes: Decolonisation and self-determination movements, Terrorism campaigns, Regional conflicts, and/or Social and political movements.

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.
UNIT 3:

Revolutions in History have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made judgements of the history of revolutions.

Areas of Study

1. Causes of revolution
   In this area of study, students will analyse what the significant causes of revolution were and reflect on how the actions of popular movements and particular individuals contributed to triggering a revolution. This is as well as analysing to what extent did social tensions and ideological conflicts contribute to the outbreak of revolutions in the America.

2. Consequences of a revolution
   Students in this area of study will assess how the consolidation of revolution shaped society and how the new regime consolidated its power. They will also analyse how the revolution affected the experiences of those who lived through it and evaluate the extent which society changed and revolutionary ideas were achieved or compromised.

UNIT 4:

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of revolutions.

Areas of Study

1. Causes of revolution
   In this area of study, students will analyse what the significant causes of revolution were and reflect on how the actions of popular movements and particular individuals contributed to triggering a revolution. This is as well as analysing to what extent did social tensions and ideological conflicts contribute to the outbreak of revolutions in France.

2. Consequences of a revolution
   Students in this area of study will assess how the consolidation of revolution shaped society and how the new regime consolidated its power. They will also analyse how the revolution affected the experiences of those who lived through it and evaluate the extent which society changed and revolutionary ideas were achieved or compromised.
UNIT 1: Guilt and Liability
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.

Areas of Study
1. Legal foundations
   This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals.

2. The presumption of innocence
   The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt.

3. Civil liability
   Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law.

UNIT 2: Sanctions, Remedies and Rights
This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Areas of Study
1. Sanctions
   The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person.

2. Remedies
   Remedies may be available to a wronged party where there has been a breach of civil law.

3. Rights
   The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law.
UNIT 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Areas of Study

1. The Victorian criminal justice system
   In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations.

2. The Victorian civil justice system
   In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

UNIT 4: The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

Areas of Study

1. The people and the Australian Constitution
   In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making.

2. The people, the parliament and the courts
   In this area of study students investigate factors that affect the ability of parliament and courts to make law.
UNIT 1

What is the nature of reality? How can we acquire certain knowledge? 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. 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.

Areas of Study

1. Metaphysics
   This area of study introduces students to metaphysical problems through a study of questions associated with selected themes. Students must study at least one of the following five themes: The Material Mind; Existence and Nature of God; Materialism and Idealism; Free Will and Determinism; and Time.

2. Epistemology
   This area of study introduces students to basic epistemological problems through a study of questions associated with selected themes. Students also consider philosophical problems in contemporary debates, including the implications of accepting particular views about knowledge; for example, what are the implications for the authority of science from a position that knowledge, belief and truth are relative to different cultures? Does considering this implication lead to a revision of the initial position?

3. Introduction to philosophical inquiry
   This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of formal and informal logic and other techniques of critical thinking, such as analogy, that are essential to the study of problems in metaphysics and epistemology. They explore cognitive biases and consider any implications for approaching problems in epistemology and metaphysics, for example the relation between confirmation bias, science and pseudoscience, and attribution bias and questions of causality.
UNIT 2

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.

Areas of Study

1. Ethics and Moral Philosophy
   In this area of study students are concerned with discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday dilemmas, as well as issues debated in the media and important moral challenges of our times.

2. Further problems in value theory
   This area of study provides students with an introduction to some of these questions and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value.

3. Techniques of philosophical inquiry
   In this area of study students develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, including common fallacies, and analyse and develop analogies in response to philosophical problems.

UNIT 3

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 set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Areas of Study

1. Minds and Bodies
   Students examine the views of those who deny the existence of anything that falls outside the scope of physics, as well as those who have argued that the psyche or the mind is something quite different from the physical body, and can exist independently of it. The set texts are used to provide students with a comparison of viewpoints and arguments and differing interpretations. Students apply their understanding of key concepts and arguments to an investigation of contemporary debates, such as whether there can be artificial intelligence or what the implications of a materialist/physicalist position are for the existence of free will.
2. **Personal Identity**

   In this area of study students explore selected theories of personal identity and the arguments for and against them, including theories that the continuity of self is illusory. In doing so, students consider the convergences in thinking on this issue between some Western philosophers and thinkers in the Buddhist tradition and the ethical implications of such scepticism about personal identity. Students will consider how thought experiments can be used to explore and challenge theories of personal identity. A range of relevant thought experiments are to be sourced from within the set texts where possible and beyond the set texts as appropriate. Students apply their understanding of philosophical concepts and problems related to personal identity to analyses of contemporary debates such as organ transplants and cloning.

**UNIT 4**

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 and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

**Areas of Study**

1. **Conceptions of the Good Life**

   This area of study exposes students to philosophical debates and perspectives on the nature of the good life through a study of philosophical texts from ancient, modern and contemporary sources. As they reflect on the implications of accepting the views and arguments presented by these thinkers, they develop their own critical responses to the authors’ viewpoints and arguments.

2. **Living the Good Life in the twenty-first Century**

   In this area of study students develop and justify responses to debates on consumerism, technology and our obligations to others in relation to the good life. They explore the interplay between the changing conditions of contemporary life and our ability to live a good life, considering how the strength of the interplay is dependent not only on the nature of developments in contemporary life but on the conception of the good life.
UNIT 3

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Religious tradition/s or denomination/s are to be selected from one or more than one of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism.

Students consider the aspects of religion (Beliefs • Sacred stories • Spaces, places, times and artifacts • Texts • Rituals • Symbols • Social structures • Ethics • Spiritual experiences) when investigating religion in general and selected religious tradition/s or denomination/s.

Areas of Study

1. Responding to the search for meaning
   Students are introduced to the nature and purpose of religion in the human search for meaning. This is a general study of religion. Students are introduced to the purpose of religion in societies in which multiple worldviews coexist through the study in detail of a range of beliefs of one or more than one religious tradition or denomination. Beliefs are ideas that answer the big questions of life according to a religious worldview.

2. Expressing meaning
   Beliefs are intended to achieve their full meaning when they are expressed through the other aspects of religion. Students study how the meaning of belief is expressed through other aspects of religion. They consider the role of the aspects of religion in general. Students then explore at least two beliefs, as they are expressed in the other aspects of the selected religious tradition/s or denominations. They examine how the selected beliefs and their expression in each of the other aspects are intended by the selected religious tradition/s or denomination/s to engender and nurture meaning.

3. Significant life experience, religious beliefs and faith
   Students focus on the interplay between religious beliefs and significant life experiences of members. Students consider the relationship between different types of significant life experience and religious beliefs generally. They then undertake a detailed study of one particular significant life experience of a member of a religious tradition or denomination. One or more than one religious tradition or denomination is studied, with an individual selected from each.

   The significant life experience may be a single event at a particular time or occur over an extended period, and has to be one that informed, reinforced or changed the person’s understanding and expression of the meaning of their religious beliefs. Students investigate what happens to an individual’s adherence to and understanding of the relevant religious beliefs and related expressions as a result of a significant life experience. The person and experience studied must have been published in publically accessible documentary, biographical or autobiographical non-fictional material, which provides detailed commentary on the interaction of the related beliefs to their significant life experience.
UNIT 4

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

Students consider the aspects on • Beliefs • Sacred stories • Spaces, places, times and artifacts • Texts • Rituals • Symbols • Social structures • Ethics • Spiritual experiences in their investigation of selected religious tradition/s or denomination/s and religion in general.

Areas of Study

1. Challenge and response
   Students investigate how and why religious traditions as a whole, or their denominations, have taken steps from their inception to the present to respond to challenges in the categories of theology, ethics and continued existence.

   Religious traditions or their denominations are in a continual process of engagement and negotiation with challenges that may influence them to adopt various stances for, against or of indifference.

2. Interaction of religion and society
   Students study one or more than one religious tradition or denomination. For each tradition or denomination selected, they examine in detail one significant challenge that has engaged the religious tradition or denomination and society.

   The selected challenge may have occurred in the past but the responses may be ongoing and the resolution may not yet have been achieved in the present day. Responses may involve advocacy and/or reaction by the religious tradition or denomination at various times.
And this gospel of the kingdom will be preached in the whole world as a testimony to all nations.

Matthew 24: 14

Be still and know that I am God; I will be exalted among the nations, I will be exalted in the earth.

Psalm 46: 10

Sing to the Lord, praise his name; proclaim his salvation day after day. Declare his glory among the nations, his marvellous deeds among all peoples.

Psalm 96: 2
UNIT 1 – Chinese Language, Culture & Society

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

It is strongly recommended that students have studied the Chinese elective in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Chinese.

Students are not eligible for this study if they have had either:

- six months or more education in a school where Chinese is the medium of instruction, or
- two years (24 months) or more residence in China, Taiwan, Hong Kong and Macau.

Students cannot receive credit for both this study and any other VCE Chinese study.

Areas of Study

1. **Family and education in China**
   This area of study focuses on two important aspects of life in modern China: the concept of the family and aspects of the contemporary education system. Students are introduced to the tradition of filial piety, its origins and its influence on the development of young people. They examine generational change in the extended family, the social impact of the former policy of one child families and naming practices within families. Students analyse, in English, texts about China’s education system and consider how the schooling system in China reflects Chinese cultural values.

2. **Listening and speaking in Chinese**
   In this area of study students develop their capacity to interact in Chinese in social settings and share personal information and experiences with others. They use various ways of naming people and vary their level of formality when speaking about their personal world and aspects of life in Chinese-speaking communities with people of different ages and positions. They access information from a range of spoken texts and use evidence to support their ideas and opinions.

3. **Reading and writing in Chinese**
   This area of study focuses on developing the student’s ability to read short texts on aspects of the family in Chinese-speaking communities and the education system in China. They create texts in characters. Students produce informative writing and express personal ideas in written texts in Chinese.
UNIT 2 - Chinese Language, Culture & Society

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students’ capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Areas of Study

1. **Myths, legends and art of China**
   This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students’ capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

2. **Listening and speaking in Chinese**
   In this area of study students develop the capacity to interact in Chinese in order to make arrangements and collaborate with others. They exchange information about travel plans in China, comparing information and expressing preferences. Students access information from a range of spoken texts and use evidence to support their ideas.

3. **Reading and writing in Chinese**
   This area of study focuses on developing students’ ability to read short texts on features of Chinese geography and regional differences in China. They use information found in these sources to create texts in characters. Students produce a piece of writing in Chinese which provides information about specific aspects of the geography of China.
UNIT 1 and 2

The focus of these units is to provide the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

It is strongly recommended that students have studied the German elective in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE German.

Areas of Study

1. The areas of study for German comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

2. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

3. The grammar, vocabulary, text types and kinds of writing are linked, both to each other and to the themes and topics.

Students will study the following themes and topics:

UNIT 1

1. The Individual: Personal Identity, Leisure, Lifestyles
2. The German Speaking Communities: Past and Present, Arts and Entertainment

UNIT 2

1. The Individual: Leisure and Lifestyles, School and Aspirations
2. The German Speaking Communities: People and Places
German
Units 3 and 4

UNITS 3 and 4

The focus of these units is to provide the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Although not a pre-requisite, it is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in German before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Areas of Study

1. The areas of study for German comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

2. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

3. The grammar, vocabulary, text types and kinds of writing are linked, both to each other and to the themes and topics.
UNITS 1 and 2

The focus of these units is to provide the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

It is strongly recommended that students have studied the Indonesian elective in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Chinese.

A student is ineligible for VCE Indonesian if they have had more than seven years of education in a school where Indonesian or Malay is the medium of instruction.

Areas of Study

1. Interpersonal communication. In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Indonesian on the selected subtopic.

2. Interpretive communication. Students locate and use information from two texts in Indonesian, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Indonesian effectively, to summarise content and to combine information from the texts in written responses in Indonesian and English.

3. Presentational communication. Students present content related to the selected subtopic in Indonesian in written form, which may include supporting visual elements. Students also develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

Students will study the following themes and topics:

UNIT 1

Careers; Teenagers; The Role of Women.

UNIT 2

Short Story Writing; Health and Traditional Medicine; Music.
UNITS 3 and 4

The focus of these units is to provide the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Although not a pre-requisite, it is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in Indonesian before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Areas of Study

1. Interpersonal Communication. In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Indonesian on the selected subtopic.

2. Interpretive Communication. Students extract information from three or more texts relating to the selected subtopic, create written responses to specific questions or instructions in Indonesian. Students synthesise information from written, spoken and visual texts.

3. Presentational Communication. In this area of study students create an extended original piece of personal, informative or imaginative writing in Indonesian to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students will study the following themes and topics:

UNIT 3

Childhood Memories; Dreams and Ambitions for the Future; Travel; Environment.

UNIT 4

Ceremonies and Celebrations; Social Issues Related to Living in Big Cities in Indonesia.
Mathematics Faculty

Mathematics – Possible Courses

Foundation Mathematics (TY Only)

General Mathematics and Further Mathematics

Mathematical Methods

Specialist Mathematics

The Mathematics program at Flinders Christian Community College allows us to help students discover the rational order and harmony evident in Creation and revealed to us through the language of Mathematics. We model and explore our Christian faith together and promote the realisation of individual potential. By working as a team to form one vision of mathematical education, we provide consistency in a Christian environment where we take pride in the efforts and achievement of our students.

He determines the number of the stars and calls them each by name. Great is our Lord and mighty in power; his understanding has no limit.

Psalm 147: 4

For by him all things were created: all things in heaven and on earth; all things were created by him and for him. He is before all things and in him all things hold together.

Colossians 1: 16, 17

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

Proverbs 2: 6
Please note the following:

- Many engineering courses require a minimum study score of 25 in Math Methods and/or Specialist Maths
- Specialist Maths may need to be completed by Distance Education if there is minimal interest
- Only two of three selected Maths subjects completed in Year 12 contribute to the primary four. The third contributes 10% towards the aggregate, used to calculate the ATAR
Foundation Mathematics
Units 1 and 2

UNIT 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and needing mathematical skills to support their other VCE subjects and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

Please note: This course is offered primarily to Year 10 students as a terminal mathematics course. Year 11 students electing to enrol in this course should consult with the Head of Mathematics to determine whether it is a suitable selection.

Areas of Study
1. Space, Shape and Design: this area of study covers the geometric properties of lines and curves, shapes and solids and their graphical and diagrammatic representations.
2. Patterns and Number: this area of study covers basic number operations and the representation of patterns in number in different forms.
3. Handling Data: this area of study covers the collection, presentation and basic analysis of data.
4. Measurement: this area of study covers the use of the metric system in familiar and everyday measurement activities.

Unit 1 Topics
1. Fractions, Decimals, Rounding and Estimation
2. Angle Calculations, Triangles and Pythagoras
3. Units of Measurement, Fitness, Speed, Diet and Nutrition
4. Graphical Representation and Costs of Owning a Car

Unit 2 Topics
1. Calculating Length, Area and Surface Area, Designing a Package
2. Scales and Plans, Map Reading and Bearings
3. Business Calculations, Interest and Tax Returns
4. Representing and Interpreting Data
The General Mathematics course is designed specifically for those students who intend to complete Further Mathematics Units 3 and 4 in Year 12. The study aims to consolidate the knowledge gained in Years 7 – 10 and provide a sound base for further study. Extensive use is made of the Ti-nspire CX CAS Calculator, together with the use of spreadsheets and graphing packages.

Students should be maintaining at least a 60% grade average in Year 10 General Mathematics to consider undertaking this course.

General Mathematics students will complete work related to the following areas of study across both Units 1 and 2

Areas of Study
1. Arithmetic and Number: mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.
2. Discrete Mathematics: matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.
3. Geometry, Measurement and Trigonometry: shape, measurement and trigonometry and their application to formulating and solving two and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.
4. Graphs of Linear and Non-linear Relations: continuous models involving linear relations and their graphs.
5. Statistics: representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Unit 1: Topics
1. Computational and Practical Arithmetic (AOS 2)
2. Investigating and Comparing Data Distribution (AOS 6)
3. Linear Relations and Equations (AOS 1)
4. Matrices (AOS 3)
5. Number Patterns and Recursions (AOS 3)

Unit 2: Topics
1. Investigating relationships between two Numerical Variables (AOS 3)
2. Linear Graphs and Models (AOS 5)
3. Inequalities and Linear Programming (AOS 5)
4. Financial Arithmetic (AOS 2)
UNITS 3 and 4

This study is designed for those students with a general interest in mathematics as well as providing a sound base for those students intending to undertake tertiary studies in the education and health science fields. As this course utilises Computer Algebra Systems (CAS), students are required to have a TI-nspire CAS CX calculator.

Further Mathematics consists of a compulsory core and a selection of two from the four optional modules.

It is recommended that students should be maintaining at least a 60% grade average in Yr 11 General Mathematics or have studied Mathematical Methods Units 1 & 2 or Specialist Mathematics Units 1 & 2 to complete this course. If not, please consult with the Head of Mathematics to determine whether this is a suitable selection.

Unit 3: Core Content

1. Data Analysis: This topic covers investigation of different data distributions by means of correlation and regression, transformations, smoothing techniques and time series, including associations between two variables, modelling linear associations and time series data.

2. Recursion and financial modelling: This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving appreciation and depreciation of assets, compound interest investments and loans, reducing balance loans, annuities and perpetuities.

Unit 4: Selected Modules

1. Matrices: This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

2. Graphs and relations: This module covers the use of linear relations, including piecewise defined relations, and non-linear relations to model a range of practical situations and solve related problems, including optimisation problems by linear programming.
UNITS 1 and 2

This study is designed for those students with a strong interest in mathematics as well as providing a sound base for those students intending to undertake studies in the science and engineering fields. The concepts of functions and graphs and calculus form the major part of the material covered. This course also provides a good introduction to Mathematical Methods and Specialist Mathematics that are taken at Units 3 and 4 level. As this course utilises Computer Algebra Systems (CAS), students are required to have a TI-nspire CX CAS calculator.

It is recommended that students will have studied Advanced Mathematics in Year 10 and achieved a grade of at least 80%. If not, please consult with the Head of Mathematics to determine whether this is a suitable selection.

UNIT 1

Areas of Study

1. Functions and Graphs: the graphical representation of polynomial and power functions and their key features including axial intercepts, domain, co-domain, range, stationary points, asymptotic behaviour and symmetry.
2. Algebra: the algebra of polynomial functions and transformations of the plane.
3. Calculus: constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.
4. Probability & Statistics: frequency, probability and representation of finite sample spaces and events using lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams and consideration of complementary, mutually exclusive, conditional and independent events and rules for computation of probabilities for compound events.

Topics

1. Linear Graphs and Equations
2. Polynomial and Power Functions
3. Functions and Relations
4. Probability

UNIT 2

Areas of Study

1. Functions and Graphs: symmetry properties, complementary relations and periodicity properties for sine, cosine and tangent functions
2. Algebra: further development and application of content prescribed in Unit 1, as well as inverse functions, solving circular functions, index and logarithm laws and numerical approximation of roots using Newton’s method.
3. Calculus: first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

4. Probability & Statistics: addition and multiplication counting principles and techniques and their application to probability and the law of total probability in the case of two events.

**Topics**

1. Exponential and Logarithmic Functions
2. Circular Functions
3. Differential Calculus
4. Applications of Calculus
5. Combinatorics and Applications

**UNIT 3 and 4**

This study is designed for those students with a keen interest in Mathematics, and provides a sound base for studies in mathematics at tertiary level. It is strongly recommended that students wishing to attempt these units have satisfactorily completed Mathematical Methods (CAS) Units 1 and 2. As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-nspire CAS calculator.

**It is recommended that students will have studied Mathematical Methods Units 1 & 2 or Specialist Mathematics Units 1 & 2 to complete this course. If not, please consult with the Head of Mathematics to determine whether this is a suitable selection.**

**Areas of Study**

1. Functions and Graphs - Transformations of the plane, behaviour of functions and key features of their graphs.
3. Calculus – limits, continuity, rules of differentiation, anti-differentiation and integration of these functions.
4. Probability and Statistics – discrete and continuous random variables, probability functions, the calculation and interpretation of measures of spread and the statistical inference for sample proportions.

**Unit 3 Topics**

1. Algebraic Techniques
2. Functions, Transformations and Graphs
3. Differential Calculus
4. Applications of Calculus

**Unit 4 Topics**

1. Integral Calculus
2. Discrete Random Variables
3. Continuous Random Variables
4. Statistical Inferences
UNITS 1 and 2

This course is intended to provide a solid introduction and grounding in the mathematics required for the combination of Mathematical Methods (CAS) and Specialist Mathematics in Units 3 and 4. The specific focus of this course will be the application of mathematics to science and engineering fields.

It is recommended that students will have studied Advanced Mathematics in Year 10 and achieved a grade of at least 80%. If not, please consult with the Head of Mathematics to determine whether this is a suitable selection. This course must also be taken alongside VCE Mathematical Methods.

Areas of Study

Each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations

1. Algebra and Structure: logic, algebra, linear transformations of the plane, trigonometric identities and matrices.
2. Arithmetic and Number: number systems, recursion and principles of counting.
4. Geometry, Measurement and Trigonometry: geometry in the plane and proof and vectors in the plane.
5. Graphs of Linear and Non-Linear Relations: interpreting graphical representations, reciprocal functions, cartesian, polar and parametric forms of graphs and lines and kinematics.

Topics

1. Number Systems and Recursion:
2. Vectors in the Plane.
4. Graphs of Non-Linear Relations.
UNITS 3 and 4

This study is designed for those students with a strong interest in mathematics and those intending to pursue mathematics at tertiary level. The course has a definite focus towards the mathematics required for engineering and science engineering. As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-nspire CAS calculator.

It is strongly recommended that students have satisfactorily completed VCE Units 1 and 2 in Specialist Maths and Maths Methods before selecting Units 3 and 4. This course must also be taken alongside VCE Mathematical Methods.

Areas of Study

1. Algebra: expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.

2. Calculus: advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.

3. Vectors: arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.

4. Mechanics: Newtonian mechanics, for both constant and variable acceleration.

5. Probability and statistics: statistical inference related to the definition and distribution of sample means, simulations and confidence intervals

Unit 3 Topics

1. Vectors
2. Circular Functions
3. Complex Numbers
4. Differential Calculus
5. Integral Calculus and Applications
6. Differential Equations

Unit 4 Topics

1. Kinematics
2. Vector Calculus
3. Mechanics
4. Variables and Mean Distributions
Performing Arts Faculty

Drama

Music Performance

My heart is steadfast, O God, my heart is steadfast; I will sing and make music.

Psalm 57: 7

Let us come before him with thanksgiving and extol him with music and song. For the Lord is the great God, the great King above all gods.

Psalm 95: 2, 3
UNIT 1: Introducing Performance Styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble 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 a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Areas of Study

1. Creating a Devised Performance:
   In this area of study students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material relevant to their personal, cultural and/or community experiences and stories. Students explore a range of performance styles and draw on ideas as they respond to a given structure and stimulus material. They also focus on recording and documenting the play-making techniques used in the development of this performance work.

2. Presenting a Devised Performance:
   In this area of study students present to an audience a devised solo and/or ensemble drama works based on a range of stimulus material relevant to the student’s personal, cultural and/or community experiences and stories. The performance should be based on the work devised in Outcome 1. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining an appropriate actor–audience relationship.

3. Analysing a Devised Performance:
   In this area of study students focus on observation and analysis of their own performance work completed in Outcomes 1 and 2. They reflect upon and document work processes using appropriate drama terminology. They demonstrate development of the use of expressive skills, performance skills, stimulus material, dramatic elements, conventions, production areas, performance styles, and approaches to character and roles.

4. Analysing a professional drama performance
   In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at a school may not be analysed for this outcome. Attending and analysing a performance by professional drama performers provides opportunities for students to make connections with their own work. They build their experience of how dramatic elements, conventions, performance styles, production areas, and expressive and performance skills can be manipulated to communicate meaning in performance. Students learn about ways of establishing, sustaining and manipulating actor–audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance.
UNIT 2: Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts.

Areas of Study

1. Using Australia as inspiration
   In this area of study students explore the use of a range of stimulus material to create 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. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work.

2. Presenting a devised performance
   In this area of study students present a performance to an audience of a devised work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context. The performance should be based on the work developed for Outcome 1 and should take place in a performance space appropriate to the theme or the subject matter of the drama.

3. Analysing a devised performance
   In this area of study students observe and analyse their own performance work. They reflect on and articulate the ways they used play-making techniques and processes to explore and to extract the dramatic potential of the stimulus material. Students analyse their approaches to shaping and refining their work and creating and manipulating the actor–audience relationship. They continue to develop the use of appropriate drama terminology.

4. Analysing an Australian drama performance
   In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use appropriate drama terminology to explain, analyse and evaluate how the use of dramatic elements, conventions, performance styles, production areas, expressive skills, performance skills, and the actor–audience relationship may be manipulated to communicate meaning in performance.
UNIT 3: Devised Ensemble Performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Areas of Study

1. Devising and presenting ensemble performance

In this area of study students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance. The performance style of the resulting work may reflect one of the selected performance styles or it may draw on features from a range of styles and be eclectic in nature. When creating their ensemble performance, students develop a work that incorporates application of symbol and transformation of character, time and place. The performance style of the work will go beyond a representation of real life as it is lived. Students manipulate conventions, dramatic elements and production areas to create and to communicate meaning. They consider application of role and explore how to establish and manipulate an actor-audience relationship that is appropriate to the performance style of the work.

2. Analysing a devised ensemble performance

In this area of study students analyse the ensemble performance devised in Outcome 1. They describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance. They analyse the selection, use and manipulation of conventions (including application of symbol and transformation of character, time and place), dramatic elements, expressive skills, performance skills, play-making techniques, production areas and selected performance styles. Students also use appropriate drama terminology to discuss their own performance work and to analyse the dramatic potential of stimulus material and resources for developing characters for an ensemble performance.
3. Analysing and evaluating a professional drama performance
In this area of study students analyse and evaluate a professional
drama performance selected from the prescribed VCE Drama
Unit 3 Playlist. Students analyse the actors’ use of expressive and
performance skills to represent character and to communicate
meaning in the performance. They consider how the actor–
audience relationship is created and manipulated and analyse
and evaluate how the conventions, dramatic elements, production
areas and performance styles are used in the performance.

UNIT 4: Devised Solo Performance
This unit focuses on the development and the presentation of devised
solo performances. Students explore contemporary practice and works
that are eclectic in nature; that is, they draw on a range of performance
styles and associated conventions from a diverse range of contemporary
and traditional contexts. Students develop skills in extracting dramatic
potential from stimulus material and use play-making techniques to
develop and present a short solo performance. They experiment with
application of symbol and transformation of character, time and
place. They apply conventions, dramatic elements, expressive skills,
performance skills and performance styles to shape and give meaning to
their work. Students further develop and refine these skills as they create a
performance in response to a prescribed structure. They consider the use
of production areas to enhance their performance and the application
of symbol and transformations. Students document and evaluate the
stages involved in the creation, development and presentation of their
solo performance.

Students are encouraged to attend performances that incorporate
a range of performance styles to support their work in this unit.

Areas of Study
1. Demonstrating techniques of solo performance
In this area of study students explore, and develop skills in,
play-making techniques in the development of a short solo
performance. They demonstrate application of symbol and
transformation of character, time and place. Teachers provide
stimulus material appropriate to the size of the task, such as a
person, an event, an issue, a place, an image, one word, a
definition, a quotation, lyrics, a sound or an icon.

2. Devising a solo performance
In this area of study students create and develop a solo
performance in response to a prescribed structure. They draw
on an understanding of performance styles from a range of
historical, cultural and social contexts. During their solo
performance, students use conventions including application
of symbol and transformation of character, time and place.
They may also use other conventions such as asides, caricature,
exaggerated movement, heightened use of language, pathos,
placards, satire, song, stillness and silence, as appropriate to the
requirements of a prescribed structure. The resulting work will go
beyond a representation of real life as it is lived. The structure
must be selected from the VCE Drama Solo Performance
Examination published annually by the VCAA.

3. Analysing and evaluating a devised solo performance
In this area of study students use appropriate drama terminology
to analyse and evaluate the creative processes used in the
creation, development and presentation of a solo performance
devised in response to a prescribed structure. To support
their analysis and evaluation, students draw on examples of
conventions, including application of symbol and transformation
of character, time and place, dramatic elements, expressive skills,
performance skills, performance styles, play-making techniques,
production areas and use of stimulus material.
UNIT 1

The study is designed for students who wish to develop their performance skills in the area of Music and it is achieved in both solo and group performance contexts. In addition, students study and develop skills for presenting effective performance, develop skills in aural comprehension, musical analysis and organisation of sound. Students present solo and group performances, demonstrate prepared technical work and perform previously unseen music.

It is strongly recommended that students have studied the Music elective in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Music Performance.

Areas of Study
1. Performance:
   Includes solo and group performance, interpretation, improvisation, studies of other performers
2. Performance Technique:
   Includes development and optimisation of technical skills required for performance in both solo and group contexts.
3. Musicianship:
   Includes development of students’ skills in recognition and use of music language relevant to performance, such as interpretation of music notation, written and aural comprehension skills.

UNIT 2

Areas of Study
1. Performance:
   Includes solo and group performance, technical work, interpretation, improvisation and studies of other performers.
2. Performance Technique:
   Includes development and optimisation of technical skills required for performance in both solo and group contexts.
3. Musicianship:
   Includes development of students’ skills in recognition and use of music language relevant to performance, such as interpretation of music notation, written and aural comprehension skills.
4. Organisation of Sound:
   Includes using a variety of processes and structures to create original works as a composition or improvisation.
UNITS 3 and 4

This unit focuses on the preparation and performance of solo or group works and a solo or group performance program. Students use performance techniques to develop understanding of interpretation of a range of styles, musical structures and characteristics. It is a chance for students to delve deeply into what it means to be a performer and to interpret their repertoire in a meaningful and dynamic manner.

Although not a pre-requisite, it is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in Music Performance before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Areas of Study
1. Performance:
   Focuses on development of instrumental or vocal skills needed to prepare and perform a variety of works in either group or solo performance contexts.

2. Performance Technique:
   Students develop consistency in all technical aspects on their main performance instrument relevant to the works selected for either solo or group performance.

3. Musicianship:
   Focuses on application of knowledge and development of aural perception and theory skills that will assist students to successfully perform and interpret works in a range of styles.
In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship, let us kneel before the Lord our Maker.

Psalm 95: 4 – 6

And God said, “Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind.” And it was so.

Genesis 1: 24

Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.

Genesis 1: 26
UNIT 1 – Change and Opportunity

In this unit students develop their understanding of Australia’s agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They investigate how new technologies have impacted both agriculture and horticulture over time. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand consumer influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice which involves visiting several industries in the local area.

Areas of Study

1. Food and fibre industries
   In this area of study students are introduced to agriculture and horticulture as industries that are valued by Australians for cultural and social reasons, as well as being vital to Australia’s economic prosperity. They discuss change as a significant concept in agriculture and horticulture and recognise how this underpins the importance of creative and innovative practices.

   Students consider the use of land and the sourcing of food and fibre by Victoria’s first peoples prior to European settlement. They investigate agricultural and horticultural production from past and present perspectives. Students analyse a range of influences on the establishment of industries and explore career pathways and opportunities.

2. Food and fibre production
   In this area of study students gain a broad understanding of agricultural and horticultural practices, with a focus on soil management and the selection of suitable plant and animal varieties. Students explore systems and production cycles, best practice for health and safety, and the factors that influence the growth and development of plants and animals. Through practical tasks, students make decisions about testing soils and selecting suitable plants and animals. Students also consider tools for and methods of testing and measuring quality and improvement in agricultural and horticultural practices.
UNIT 2: Growing Plants and Animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

Area of Study

1. **Plant nutrition, growth and reproduction**
   In this area of study students focus on plant production in agriculture and/or horticulture. They investigate challenges and issues that affect practices and decisions in plant production, and develop an understanding of plant structure, function, nutrition, growth and reproduction. Practical tasks focus on aspects of plant propagation and/or growth.

2. **Animal nutrition, growth and reproduction**
   In this area of study students focus on animal production in agricultural contexts. They investigate challenges and issues that affect practices and decisions in managing animal production. Students study animal nutrition, digestion, growth, development and reproduction, including principles of genetics and selective breeding, and the use of reproductive technologies.
UNIT 3: Securing the Future

In this unit students examine the role of research and data, innovation and technology in Australia’s food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia’s past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity; the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

Areas of Study

1. Innovations and solutions
   In this area of study students focus on the dynamic and innovative nature of Australia’s food and fibre production industries. They reflect on the rate of change, the rise of new challenges, and the sector’s ever-increasing engagement with innovation and technology. Students inquire into the broad role of innovation and technology in food and fibre production and consider the impacts of new and emerging tools and applications, as well as innovative research projects. Students reflect on past initiatives, contemporary responses to consumer concerns and ways to evaluate the effectiveness of innovations in agricultural and horticultural practices.

2. Risks and resilience
   In this area of study students focus on biosecurity, the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students develop their understanding of specific pests, diseases and weeds that threaten Victorian agriculture and horticulture. Emphasis is placed on principles of integrated pest and weed management.
UNIT 4: Sustainable Food and Fibre Production

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. Students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.

Areas of Study

1. Sustainable land management
   In this area of study students examine sustainable land management, including property management, with a focus on the prevention and mitigation of environmental degradation and the impacts of climate change. Students investigate appropriate and sustainable strategies, adaptations and modifications, evaluating associated safety and risk factors. Comparisons are made between natural and managed ecosystems, with inquiry into the significance of biodiversity for sustainable food and fibre production. Students research and apply techniques for testing and monitoring of environmental health in agricultural and/or horticultural contexts.

2. Sustainable business practices
   In this area of study students examine business challenges and opportunities across the food and fibre supply chain, with a focus on sustainability. Students consider sustainability as a multi-dimensional influence on the decisions of agricultural and/or horticultural producers. They consider the role of strategic business planning and the effective use of marketing and communications tools. Students research quality assurance programs and government regulation relating to sustainable food and fibre industries.
UNIT 1
In this unit students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students explore how systems function through cell specialisation and consider the role of homeostatic mechanisms in maintaining internal environments.

It is strongly recommended that students have studied Advanced Science in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Biology.

Areas of Study
1. How do cells function?
   Students examine the structure and function of cells and the movement of substances into and out of the cell. Students explore cellular growth, replacement and death.

2. How do plant and animal systems function?
   Students explore how systems function through cell specialisation, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals.

3. How do scientific investigations develop understanding of how organisms regulate their function?
   Students design and conduct a scientific investigation to generate appropriate data, organise and interpret the data, and reach a conclusion in response to the research question.

UNIT 2
In this unit students explore reproduction, the transmission of biological information and the impact this has on species diversity. Students analyse the advantages and disadvantages of reproductive strategies, including the use of reproductive cloning technologies. They study adaptation that enhance an organism survival. Students explore interdependences between species and the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Areas of Study
1. How is inheritance explained?
   Students describe the production of new cells by the process of meiosis. They explore the nature of chromosomes and interpret and predict patterns of inheritance and how genetic characteristics are influenced.

2. How do inherited adaptations impact on diversity?
   Students analyse reproduction strategies and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity, the interdependencies between species and the adaptations that enable species to survive in an ecosystem.

3. How do humans use science to explore and communicate contemporary bioethical issues?
   Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.
UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Whilst there are no prerequisites for entry to Unit 3 it is strongly recommended that students have studied Units 1 and 2. If this is not the case, the student should consult the relevant teaching staff before selecting this course. Students must undertake Unit 3 and Unit 4 as a sequence.

Areas of Study

1. **What is the role of nucleic acids and proteins in maintaining life?**
   On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

2. **How are biochemical pathways regulated?**
   On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.
UNIT 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population’s gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Areas of Study

1. How do organisms respond to pathogens?
   On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

2. How are species related over time?
   On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

3. How is scientific study used to investigate cellular processes and/or biological change?
   On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Percentage contributions to the study score in VCE Biology areas follows:
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.
UNIT 1

In this unit students review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity. Students investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. They investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials and are introduced to quantitative concepts in chemistry, including the mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

Students study a variety of organic compounds and how they are grouped into distinct chemical families and they apply rules of systematic nomenclature to each of these chemical families.

A research investigation is undertaken from the options outlined in the VCE Chemistry 2016 to 2021 study design http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf or students may develop their own research question relevant to Area of Study 1 and/or Area of Study 2 in conjunction with their teacher. For the selected question, students outline, analyse and evaluate relevant evidence to support their conclusions.

It is strongly recommended that students have studied Advanced Science/Science A in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Chemistry.

Areas of Study

1. How can knowledge of elements explain the properties of matter?
   In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity.

2. How can the versatility of non-metals be explained?
   In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers

3. Research investigation:
   A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.
Chemistry
Units 1 and 2

UNIT 2

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.

They relate the properties of water to the water molecule’s structure, polarity and bonding. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations. Students compare acids with bases they learn to distinguish between acid strength and acid concentration and the pH scale is examined and students calculate the expected pH of strong acids and strong bases of known concentration. They focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants. Students apply the principles of stoichiometry to gravimetric and volumetric analyses of aqueous solutions and water samples. Instrumental techniques include the use of colorimetry and/or UV-visible spectroscopy to estimate the concentrations of coloured species in solution, atomic absorption spectroscopy data to determine the concentration of metal ions in solution and high performance liquid chromatography data to calculate the concentration of organic compounds in solution.

A practical investigation is designed and conducted into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and are conducted by the student through laboratory work and/or fieldwork.

Areas of Study

1. How do substances interact with water?
   In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule’s structure, polarity and bonding. They also explore the significance of water’s high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

2. How are substances in water measured and analysed?
   In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

3. Practical investigation:
   An investigation relating to knowledge and Skills developed in Area of Study 1 and/or Area of Study 2.
UNIT 3

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.

It is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in Chemistry before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Areas of Study
1. Analysing and comparing a range of energy resources and technologies:
   Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants. They conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells and fuel cells.

2. Efficiency and percentage yield of a chemical manufacturing process:
   Focuses on rate of reactions, collision theory, energy profiles, and the principles of Le Chatelier to a range of chemical and electrochemical reactions.

UNIT 4

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. There is an emphasis on organic structures, nomenclature, data processing from instrumental analysis, titrations, reaction pathways and calorimetry.

Areas of Study
1. Organic Chemistry:
   Analysing and comparing a range of carbon compounds including several members of homologues series and isomers and their physical and chemical properties. Data interpretation from mass spectrometry, IR, and nuclear magnetic resonance spectroscopy to confirm structure and identity is used.

2. Biochemistry with emphasis on food chemistry:
   Major components of food with reference to their structure, properties and functions, hydrolysis and condensation reactions, role of enzymes and coenzymes as well as enthalpy changes in the metabolism of food.
UNIT 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Areas of Study

1. Data Analysis
   In this area of study students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings.

2. Programming
   In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution. Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.
UNIT 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

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

Areas of Study

1. Innovative Solutions
   In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications. The innovative solution may take the form of a proof of concept, prototype or product.

2. Network Security
   In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.
UNIT 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study

1. Data Analytics
   In this area of study students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

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

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Areas of Study

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

2. Cybersecurity: Data and Information Security
   In this area of study students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation.
UNIT 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study

1. Software Development: Programming
   In this area of study students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

2. Software development: analysis and design
   In this area of study students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1. Students prepare a project plan that includes student-determined and teacher-provided milestones that take into account all stages of the problem-solving methodology covered in this outcome and in Unit 4, Area of Study 1.
UNIT 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Areas of Study

1. Software development: development and evaluation

   In this area of study students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation. Appropriate processing features of a programming language, including validation, are used to develop an efficient and effective software solution. Testing techniques are used to ensure the software solution meets requirements.

2. Cybersecurity: Software Security

   Organisations are increasingly dependent on the use of software to achieve their goals and objectives. In this area of study students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. Students analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies. Physical and software controls, security vulnerabilities, web application and third-party software risks are investigated. Students recommend risk management strategies to improve current practices, taking into account the key legal requirements and ethical issues faced by an organisation.
UNIT 1

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students 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.

Students undertake quantitative investigations involving at least one independent, continuous variable.

**It is strongly recommended that students have studied Advanced Science/Science A in Year 10 and achieved satisfactory grades. If this is not the case, the student should consult the relevant teaching staff before selecting VCE Physics.**

**Areas of Study**

1. **How can thermal effects be explained?**
   In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

2. **How do electric circuits work?**
   Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

3. **What is matter and how is it formed?**
   In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.
Physics
Units 1 and 2

UNIT 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Areas of Study

1. **How can motion be described and explained?**
   In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

2. **Options:**
   Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
   - What are stars?
   - Is there life beyond earth’s solar system?
   - How do forces act on the human body?
   - How can ac electricity charge a dc device?
   - How do heavy things fly?
   - How do fusion and fission compare as viable nuclear energy power sources?
   - How is radiation used to maintain human health?
   - How do particle accelerators work?
   - How can human vision be enhanced?
   - How do instruments make music?
   - How can performance in ball sports be improved?
   - How does the human body use electricity?

3. **Practical Investigation:**
   Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.
   The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question. The student designs and undertakes an investigation involving two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.
UNIT 3

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. 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. Students design and undertake investigations involving at least two continuous independent variables.

It is strongly recommended that students should have satisfactorily completed VCE Units 1 and 2 in Physics and Mathematical Methods before selecting Units 3 and 4. If this is not the case, the student should consult the relevant teaching staff before selecting this course.

Areas of Study

1. How do things move without contact?
   In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

2. How are fields used to move electrical energy?
   The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

3. How fast can things go?
   In this area of study students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Students compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.
UNIT 4

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

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. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study

1. **How can waves explain the behaviour of light?**
   In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

2. **How are light and matter similar?**
   In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

3. **Practical investigation**
   A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format according to the template provided by the VCAA. A practical logbook must be maintained by the student for record, authentication and assessment purposes.
UNIT 1
This unit introduces students to the role of the brain in understanding its influence on thoughts, feelings and behaviour; including the impact of brain damage on psychological functioning. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind and behaviours.

Areas of Study
1. How does the brain function?
   This area of study introduces students to the relationship between the mind, brain and behaviour. They are introduced to how specific areas of the brain co-ordinate various functions involved in both the receiving of sensory information and the initiation of a response; along with the impact of brain damage on brain function.

2. What influences psychological development?
   This area of study focuses on the interaction between biological, psychological and social factors that contribute to an individual’s psychological development and mental wellbeing. They will examine the contributions of heredity and environmental influences on typical and disordered emotional, cognitive and social development.

3. Student directed research investigation.
   This area of study allows students to extend their understanding of area of study one or two in investigating and communicating past research findings on the question of interest.

UNIT 2
This unit requires students to explore a wide range of influences on an individual’s perception of external stimuli and its impact on assessment of self, attitude formation and change, and our interaction with others.

Areas of Study
1. What influences a person’s perception of the world?
   This area of study utilises vision and taste to explore the relationship between sensation and perception.

2. How are people influenced to behave in particular ways?
   Students consider the findings of key research on social influences on behaviour as a means to explaining the formation of attitudes, and individual and group behaviour along with the positive and negative influences of the media on behaviour.

3. Student directed practical investigation.
   This area of study allows students to extend their understanding of area of study one or two by designing and gathering data on a research topic related to external influences on behaviour.
UNIT 3

This unit requires students to examine the functioning of the nervous system and how people interact with the world around them. Students explore the impact of stress, its causes and management. Students will also investigate memory and learning.

Areas of Study

1. **How does the nervous system enable psychological functioning?**
   In this area of study, students explore the role of different branches of the nervous system. Students evaluate how biological, psychological and social factors can influence a person’s nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

2. **How do people learn and remember?**
   In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

UNIT 4

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Areas of Study

1. **How do levels of consciousness affect mental processes and behaviour?**
   In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

2. **What influences mental wellbeing?**
   In this area of study, students examine what it means to be mentally healthy. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person’s mental state. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

3. **Practical Investigation:**
   The investigation requires the student to plan a course of action to answer a research question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken. Results are communicated in a scientific poster format.
VCAL
Victorian Certificate of Applied Learning
Introduction

The VCAL is an accredited senior secondary qualification undertaken in Years 11 and 12, for students who do not intend or expect to go to University upon leaving school. VCAL students are given support in every aspect of their course, while growing in independence, and developing workplace skills.

The VCAL does not involve exams in Year 12 (although the sitting of the General Achievement Test (GAT) may be required in some circumstances) and does not provide students with an ATAR.

- Students who do the VCAL are likely to be interested in starting an apprenticeship, getting a job after completing school, or going on to further work-related training at a Technical and Further Education (TAFE) institute.
- The VCAL is based on a philosophy known as ‘hands-on learning’, also known as applied learning, and places strong emphasis on workplace learning and community service.
- Accredited modules and units must be selected from the following four compulsory strands
  - Literacy and Numeracy Skills
  - Work Related Skills
  - Industry Specific Skills
  - Personal Development Skills

To complete the Industry Specific Skills Strand, VCAL students must satisfactorily complete a VET certificate course in both Years 11 and 12.

VCAL students are given support in every aspect of their course, while growing in independence, and developing workplace skills.

Please note:
- A VET enrolment is a compulsory part of the VCAL qualification. Students must enroll in a VET certificate course and satisfactorily and fully complete the certificate. Parents are liable for the full cost of the VET certificate course. However, Flinders Christian Community College will subsidise a percentage of this course, which appears as a fee rebate on the College account. If students are removed or withdraw from the VET course, or do not complete it for any reason, the award of both the VET certificate and the VCAL qualification are jeopardised.

Entry Procedures for Admission into VCAL

The College maintains a rigorous admission process into the VCAL program. VCAL requires a great deal of independence as students are required to undertake a VET certificate course, a work placement and their schoolwork. In addition, there is an expectation of commitment to the teamwork, communication and organisation required to launch, deliver and assess major projects during the year. The admission process is divided into three parts:

1. Application form to enter the VCAL program
2. A prospective VCAL student is required to attend an admission interview conducted with VCAL staff, in order to ascertain the student’s commitment to the program and the level of responsibility they are willing to accept in being part of the program, delivering projects and acquiring/maintaining a work placement
3. Satisfactory completion of 80% of Year 10 subjects (with 55% (at expected level) for both English and Math)
4. The principles behind VCAL require a negotiated approach to learning, where teachers and students engage in a dialogue about their curriculum. There is a need for a flexible timetable and curriculum, since students are allocated with one day per week to attend their VET course and one day in the workplace, to meet their Work-Related Skills.
For Literacy, progression is focused in the main social contexts of:

- family and social life;
- workplace and institutional settings;
- education and training contexts;
- community and civic life. These social contexts often overlap.

Four domains of Literacy have been identified as corresponding with these social contexts.

1. **Literacy for self-expression**: focuses on aspects of personal and family life, and the cultures which shape these.

2. **Literacy for practical purposes**: focuses on forms of communication mainly used in workplace and institutional settings, and in communication with such organisations.

3. **Literacy for knowledge**: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training.

4. **Literacy for public debate**: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The overall purpose is to provide an applied ‘real life’ approach to literacy development. Literacy includes reading, writing and oral communication skills. The Literacy skills units are designed at three levels: Foundation, Intermediate and Senior. Only Intermediate and Senior Literacy Skills units are offered at Flinders.

Students undertake Literacy Skills units in each semester and are regularly assessed on their achievements in each component of the unit:

- Unit 1: Reading and Writing
- Unit 2: Oral Communication

Students must demonstrate competency in all learning outcomes of the Literacy Skills units:

### Reading and Writing

- Reading for Self-Expression
- Reading for a Practical Purpose
- Reading for Knowledge
- Reading for Public Debate
- Writing for self-expression
- Writing for a Practical Purpose
- Writing for Knowledge
- Writing for Public Debate

A range of assessment methods are used including (but not limited to): oral presentations, creative writing, designing web pages, essay writing, debates and research presentations.

### Oracy Unit

- Oracy for Self-Expression
- Oracy for Knowledge
- Oracy for Practical Purposes
- Oracy for Exploring Issues and problem Solving
The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the more traditional and mainstream focus of mathematics (e.g. Number/Space and Shape/ Data/Measurement/Algebra), the outcomes for VCAL Numeracy are organised around mathematical skills and knowledge embedded in the learning outcomes themselves and specified within the elements of those outcomes.

The four domains of Numeracy are:

1. **Numeracy for Practical Purposes:**
   addresses aspects of the physical world to do with designing, making and measuring.

2. **Numeracy for Interpreting Society:**
   related to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.

3. **Numeracy for Personal Organisation:**
   focuses on the numeracy requirements for personal organisational matters involving money, time and travel.

4. **Numeracy for Knowledge:**
   deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and /or assumptions.
Personal Development Skills Strand

The purpose of the Personal Development Skills Strand is to encourage the development of an individual student’s organisational, planning, communication, leadership and teamwork skills.

Students develop these skills through the design, planning, organising, implementation and presentation of a comprehensive project.

The Personal Development skills units are designed at three levels: Foundation, Intermediate and Senior. (However, only Intermediate and Senior Personal Development Skills units are offered at Flinders). Students undertake one Personal Development Skills unit in each semester and are regularly assessed on their achievements in each component of the unit. Students must demonstrate competency in all learning outcomes of the Personal Development Skills units.

Personal Development - Intermediate Level

Unit 1 Skills

- Plan and organise a complex project or activity
- Demonstrate knowledge and skills in the context of a complex project or activity
- Demonstrate self-management skills for goal achievement in the context of a project or activity
- Describe leadership skills and responsibilities
- Demonstrate interpersonal skills to communicate ideas and information

Unit 2 Skills

- Research and analyse the roles of members in a community
- Plan and organise a complex community project or activity
- Use a range of communication strategies to raise awareness of a complex social issue or community activity
- Activity
- Manage problems related to complex social issues or community activity
- Actively contribute to group cohesion to manage a complex social issue or community activity
Personal Development - Senior Level

Unit 1 Skills

• Plan and organise to completion a complex project in an autonomous manner
• Demonstrate an awareness of social diversity within a complex project
• Apply strategies to improve communication
• Demonstrate leadership skills for group and teamwork
• Use decision-making skills in a group or team context

Unit 2 Skills

• Research a community problem or issue that affects members in the community
• Establish or build on an external partnership to address and/or promote awareness of a community problem or issue
• Plan, organise and complete a complex project, utilising project management skills, in an autonomous manner
• Demonstrate effective teamwork skills in relation to a complex community project
• Present and communicate ideas and information relating to the complex community project
• Assessment for the Personal Development Skills Strand includes maintaining a folio demonstrating evidence of competency relating to the complex project
The purpose of the Work-Related Skills Strand is to provide students with the necessary Occupational Health & Safety preparation for the workplace. The focus of the strand is also to enable students to recognise and develop employability skills consistent with the National Employability Skills framework.

Students are required to undertake a work placement as part of their Work-Related Skills subject, and this can occur in one of two ways. This placement occurs once students have successfully completed Unit 1 OR students begin a work placement within the VET Industry that they are currently studying at TAFE. Students are encouraged to find their own work placements which will be conducted, most likely during the term, one day a week.

Unit 1 Skills

- Research information about a specific industry or workplace from a variety of sources
- Communicate ideas and information about a range of OH&S requirements in the workplace
- Understand hazard identification, risk assessment and control of hazards and risks within the workplace
- Demonstrate an understanding of the OH&S issue-resolution process
- Work in a team to follow safe work procedures within a complex work-related project
- Use information and communications technology in relation to a complex work-related project
- Use workplace technology and equipment in accordance with OH&S guidelines in a complex work-related project

Unit 2 Skills

- Collect, analyse and evaluate information required for a complex work-related project
- Communicate ideas and information in a work environment
- Plan, organise and manage a complex work-related project
- Identify and solve problems in the workplace
- Work in teams to undertake a complex work-related project
- Use information and communications technology in relation to a complex work-related project
- Use workplace technology and equipment in a complex work-related project
- Demonstrate initiative/enterprise in a work-related context

Students are required, as much as practicably possible to source a work placement themselves. Students must complete the required paperwork (employer section, student section, parent section) and have returned the form to the Senior School office at least two weeks prior to the commencement of their placement. Students must source their placements over the Summer holidays, and by the end of Term 2 (for Semester 2 placement commencement) so that they are ready to begin their placements at the latest by the end of Week 3, Term 1. Students who have not sourced a placement by this deadline are required to attend school on their placement days and work with teams around the school (for example, the maintenance team, library team).

Students must ring the school, and their placement, if they are sick and cannot attend their placement (or TAFE) day.

Work placements are a professional undertaking and students must dress and act accordingly, including maintaining and up to date logbook of their tasks and reflections, which the workplace supervisor must sign.
Industry & Enterprise – rotates with Work-related Skills Units 1 & 2 (VCE subject Unit 1)

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. Students research work-related issues and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Area of Study 1  Contributing to the workforce
Area of Study 2  Developing Work-Related Skills
Area of Study 3  Workplace Effectiveness
What is VET?

Vocational Education and Training (VET) is an important component of both of Victoria’s Senior Secondary qualifications, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) allows students in Years 10, 11 and 12 to combine their VCE or VCAL studies with vocational training at TAFE and complete accredited courses while they are still in school.

Features of VET

VET is a two-year program combining general VCE or VCAL studies with an accredited vocational education and training course. There are five key differences between a VCE VET program and a VCE study or a VCAL unit:

1. An extra qualification
   Students can gain a nationally recognised VET qualification while undertaking their VCE or VCAL.

2. Connected to the workplace
   VET qualifications give students industry exposure and experience in the workplace that reinforces their skills development. This connection also makes for a smooth transition between training and work.

3. Practical
   VET can strengthen a student’s education by giving them the opportunity to gain practical skills and knowledge that complement their VCE studies.

4. Units of competency
   Units of competency are the building blocks that make up a VET qualification. Each unit of competency includes specific skills and knowledge.

5. Competency based assessment
   VET students are assessed as ‘competent’ or ‘not yet competent’ in each unit of competency. To be assessed as competent, they must show a consistent application of skills and knowledge to the standard required in the workplace.

To make sure students are ready to begin their career or continue with further study, assessments take place in a real or simulated workplace environment.

VET in VCE

Upon successful completion of a VET program, students are eligible for credit of up to four units on the VCE Statement of Results. Two units are deemed to be at unit 1-2 level and two at 3-4 level. Students receive credit towards completion of their certificate as well as the nationally recognised certification or they can complete further assessment to obtain a study score.

Contribution to the ATAR

Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence of VCE VET programs must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to their ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.


The following VCE VET programs have a Study Score available to students undertaking the relevant Unit 3-4 sequence.

- Certificate III in Business
- Certificate III in Community Services
- Certificate II in Dance
- Certificate II in Engineering Studies
- Certificate III in Equine Studies
- Certificate II in Furnishing
- Certificate III in Allied Health Assistance
- Certificate II in Hospitality
- Certificate III Information, Digital Media
- Certificate II in Integrated Technologies
- Certificate III in Laboratory Skills
- Certificate III in Music Industry (Music Performance or Sound Production)
- Certificate III in Screen and Media
- Certificate III in Sport and Recreation

Block Credit Programs

To be eligible for credit through block credit recognition, students need to be enrolled in the VCE or VCAL. Credit is available for full or partial completion of a nationally recognised qualification.

Students should only be enrolled in units of competency they expect to complete in the current year. Credit is based on achieving units of competency. The Australian Qualifications Framework (AQF) level of the relevant qualification determines the level of credit.

Certificate rules for the award of credits towards the VCE are:

- Certificate I qualifications do not provide any credit into the VCE.
- Certificate II qualifications provide credit at VCE Units 1 and 2 level only. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 1 and 2 up to a maximum of six VCE units.
- Certificate III qualifications provide credit at VCE Units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.
- Certificate IV and Diploma qualifications that are pre-approved by the VCAA provide credit at VCE Units 3 and 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 3, 4, 3 and 4 up to a maximum of four units.

Contribution to the ATAR

The Victorian Tertiary Admissions Centre (VTAC) may award VCE students, who receive a Units 3 and 4 sequence through block credit recognition, a fifth or sixth study increment (10 per cent of the lowest study in the primary four-scaled studies) towards their ATAR. The increment is awarded by VTAC. Students are eligible for credit if they have completed, or are completing, training in a nationally recognised VET qualification/s that is not included in the suite of approved VCE VET and Australian School Based Apprenticeships and Traineeships programs.
Some of the Block Credit programs available to students include:

• Certificate III in Acting (Screen)
• Certificate II in Agriculture, Horticulture, Land Management
• Certificate III in Animal Studies
• Certificate II in Applied Fashion Design and Technology
• Certificate III in Applied Language
• Certificate II in Automotive Vocational Preparation
• Certificate III in Beauty Therapy
• Certificate II in Building and Construction
• Certificate III in Christian Ministry and Theology
• Certificate III in Early Childhood Education and Care
• Certificate III in Design Fundamentals
• Certificate II in Electrotechnology
• Certificate III in Make-Up Services
• Certificate II in Plumbing (Pre-apprenticeship)
• Certificate II in Small Business (Operations/Innovation)
• Certificate III in Tourism
• Certificate III in Visual Arts

VET in VCAL

Students undertaking VCAL are required to complete a VET program to receive credit towards the satisfactory completion of their VCAL certificate. Students would typically undertake training at Certificate II or III level.

VET Providers

Chisholm Institute of TAFE

VET programs being offered in the Frankston, Mornington Peninsula region

VET Expectations

Students undertaking a VET program are required to:

• successfully complete the VET program requirements including course work and if applicable Structured Workplace Learning.
• Meet the 80% attendance rate
• Provide appropriate documentation for absences as per the Senior School Policy

VET classes generally run on a Wednesday or Friday morning, afternoon or evening classes

Students have allocated VET study periods to assist with their study load. It enables them to complete work missed whilst at their VET program or work pertaining to the program being studied.
Application Process for VET

Any student wishing to undertake a VET program, following the Subject selection Counselling Interviews must discuss this with the VET Coordinator, if approval is granted the student will be provided with the necessary paperwork for the application process.

VET Fees

Flinders Christian Community College subsidises up to the amount of 50% of tuition fees for courses undertaken through a Registered Training Organisation (RTO), outside the College. This study will take place either at Chisholm Institute or at another approved centre.

VET programs can range from $1500 - $2500 per year. These costs are in addition to College fees.

VET Course Withdrawals

If a student wishes to withdraw from VET studies, the appropriate Institution Withdrawal Form must be completed and returned to the VET Coordinator prior to the first Friday in March, otherwise FULL fees will be charged by the institution.

Structure Workplace Learning

Students involved in VCAL and some VET courses are required to complete Structured Workplace Learning within their chosen industry. Structured Workplace Learning (SWL) helps students relate theory to a real-world work environment while developing their skills. It is a valuable component of all VET qualifications, and where possible should be spread across the duration of the VET program. It provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the Registered Training Organisation
- increased employment opportunities.

VCE VET program publications contain information relating to the SWL requirements. In all cases, SWL is strongly recommended. Several VCE VET programs have a mandated SWL component.

The total number of structured workplace learning days for a student must not exceed:

- 40 days during each School Year; and
- 10 days during each school term.

The total number of structured workplace learning days a student may undertake with an employer must not exceed 20 days during any School Year.

Exemptions

The Principal may permit, in writing, a student to undertake more than 10, but not more than 15, structured workplace learning days during a school term. The Principal needs to be satisfied that the student requires additional structured workplace learning days to acquire specific skills or satisfy the requirements of their VET program.

AS SWL is an integral part of the VCAL program, all paperwork for SWL must be completed by Week Two of Term One in any given year.


School Based Apprenticeships and Traineeships

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a Senior Secondary program (VCE or VCAL). Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.

An SBAT combines part-time, practical experience in the workplace with recognised structured training from a Registered Training Organisation.

Benefits of a School Based Apprenticeship and Traineeship

- Certificate is completed on the job, during school hours
- On the job training
- Students will be paid while they learn

For additional information about School Based Apprenticeships and Traineeships that have been approved by industry bodies and VCAA, please discuss this with the VET Coordinator.