Curriculum Handbook

2027

Year 11

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INTEGRITY COMPASSION INCLUSION CURIOSITY

2027

This booklet contains detailed information about the courses to be offered at Mount Scopus Memorial College in Year 11 in 2027 in Units 1/2 level of the VCE and Units 3/4 studies which will also be available. Reference is made in passing to other Unit 3/4 studies which will be offered at Year 12 level. Students requiring further information about Units 3/4 can refer to the handbook prepared by the College for Year 12 students

Procedures for selecting VCE Subjects at Mount Scopus Memorial College

University Extension Studies

VET Program Policy

Certificate III in Applied Language (Hebrew)

Unit 1 - 2 Subjects 2027

Unit 3 - 4 Subjects 2027

Procedures for Selecting VCE Subjects

Subject to demand, we expect to conduct the following courses:

Units 1/2: Year 11 (2027) Compulsory

Choose from: English or Literature
or Literature 3/4
Choose one Jewish Studies from: Hebrew 3/4 or Literature (Jewish Studies – Cultural Text) or Religion & Society or History (Jewish Stream) or VET Certificate III in Applied Language (Hebrew) or
Extended Investigation (Jewish) 3/4 or Media Studies (Jewish) 3/4

Units 3/4: Year 12 (2028) Compulsory

Choose from: English or English Literature
Choose Jewish Studies from: Hebrew Tertiary or Media Studies (Jewish) or Religion and Society or VET Certificate III in Applied Languages – Hebrew, or Art Creative Practice (Jewish) or Extended Investigation (Jewish) or Music (Jewish)

Elective Units 1/2 Year 11 (2027)

Accounting
Art Creative Practice
Biology
Business Management
Chemistry
Economics
Environmental Science
Health and Human Development
History
Legal Studies
Literature
General Mathematics
Mathematical Methods
Specialist Mathematics
Media Studies
Music
Philosophy
Physical Education
Physics
Psychology
Religion and Society
Theatre Studies
Visual Communication & Design
VET

Elective Units 3/4 Year 12 (2028)

Accounting
Art Creative Practice
Biology
Business Management
Chemistry
Economics
Environmental Science
Health and Human Development
Hebrew (Tertiary)
History (Revolutions)
Legal Studies
Literature
General Mathematics
Mathematical Methods
Specialist Mathematics
Media Studies
Music
Physical Education
Physics
Psychology
Religion and Society
Theatre Studies
Visual Communication Design
VET

Elective Units 3/4 Year 11 (2027)

Business Management
Economics
Environmental Science
Extended Investigation
Health and Human Development
Hebrew
Legal Studies
Literature
General Mathematics
Mathematical Methods
Media Studies
Physical Education
Psychology

How can you best prepare yourself to choose your VCE subjects?

Make sure you understand how the VCE works. At this stage, you must be aware that over the two years of your VCE, you must fulfil the following requirements in order to gain a Victorian Certificate of Education:

(a) You must satisfactorily complete 3 units from the English group, including both Units 3/4.
You must satisfactorily complete 3 sequences of Units 3/4 studies other than English.
You must satisfactorily complete at least 16 units in total.

(b) Familiarise yourself with prerequisites for any careers or tertiary courses which you think you may wish to pursue. However, as it is difficult to be absolutely certain about career plans at this stage of your schooling, try to keep your options as open as possible, especially if you are still wavering between a science and non-science based career. Knowledge of tertiary prerequisites is important as it will help you strike an appropriate balance between subjects which you would like to include for breadth. Information about prerequisites for tertiary courses can be found in "Prerequisites for 2028" published by VTAC. When investigating requirements for particular tertiary courses, obtain a general impression of the requirements for particular courses/careers across a range of institutions which offer these courses.

(c) Once you have settled on a range of subjects from the list on the previous pages which will enable you to strike a balance between your interests and abilities and tertiary requirements, you will need to narrow your choice. Your selection of Year 11 subjects should be guided by the information in this handbook which contains descriptions of Year 11 VCE subjects being offered at Mount Scopus. You should also refer to the advice on choosing an appropriate VCE Mathematics course on page 9. Your preliminary selection of Year 12 subjects can be assisted by reference to the relevant descriptions of Unit 3/4 courses in the *Mount Scopus Curriculum Handbook Year 12, 2027* published on the Mount Scopus Website and with staff responsible for advising students, e.g. Careers Counsellor or VCE Coordinator.

Some 2027 classes of Unit 3/4 studies will be a combined class of Year 11 and Year 12 students.

In planning your Year 11 course you should also consider your likely Year 12 subjects in 2028.

Assessment and Reporting Policy - VCE

1. Responsibility for assessment

Faculty Heads, in consultation with Subject Heads (where relevant) are responsible for all aspects of assessment. Faculty Heads/Subject Heads, in consultation with classroom teachers, will decide on the frequency, type and standard of assessment for particular subjects at the VCE Level. These assessment tasks will comply fully with the VCAA Study Designs. Faculty Heads and the VCE Coordinator will be responsible for ensuring that suitable assessment records are kept by teachers.

2. Purposes of assessment for students

Student assessment serves many purposes. It may be formative (assessing and shaping future learning), or summative (making a whole or final judgement about performance), or diagnostic (identifying problems or difficulties); or assessment may have a placement function for a student. Whatever its function, it should provide feedback to enable students to build on identified strengths and to overcome limitations.

Students usually need encouragement to work through limitations. Thus, wherever possible, commendation of a student's strength/s should accompany identification of a student's weakness/es.

Students work and learn better when they know what is expected of them at the commencement of each unit of work. In particular, they should be told as precisely as possible how they are to be assessed and when, as well as the criteria which will determine the award of particular grades. This information is also vital in order to encourage students to develop planning skills and to take responsibility for their own time management and learning.

3. Continuous and varied assessment

Emphasis should be on continuous and varied assessment. In particular, courses and teaching should be structured so that it is possible to form a rudimentary opinion of each student's homework capabilities and class participation in addition to his/her academic performance by Parent Teacher interviews in Term 1.

A variety of assessments, as recommended or stipulated by the VCAA Study Designs, should be used as no single way is the best way to assess all the content, skills, understandings, processes and attitudes in a given course. In addition, differing assessment modes allow individual students to display different strengths. Assessments for reporting purposes should always be based on a variety of assessments.

4. Timing of assessments

Before finalising times for class tests and projects, teachers should consider both the load on their own correction time and the load on the student. Teachers are required to submit dates for SACs at the start of the academic year and the VCE Coordinator collates this data into a SAC schedule which is then distributed to each student within the first two weeks of the academic year.

5. What information will be sought?

For the end of semester reports, teachers will report on the assessment outcomes and learning dispositions of each subject.

For VCE Units 1 - 4: the following grading scale will be used to provide feedback on performance in School Assessed Coursework (SACs) and School Assessed Tasks (SATs). Students are reminded that SAC and SAT scores are subject to Statistical Moderation and so results are provided to students as a range.

Percentages	0-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-89	90-100
Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+

VET Certificate II and III competencies are assessed as either satisfactory (C) or not yet demonstrated (NYC).

6. Communicating assessment information

It is always the subject teacher's responsibility to provide students with their assessment grades and to spell out areas for improvement and how this improvement may be achieved, as well as affirming areas of achievement. If a problem exists, it is the teacher's responsibility to inform the parents, the Head of Year and the VCE Coordinator. Parent/Teacher nights are also provided for this purpose, but teachers should not wait for these evenings to share concerns with parents.

Teachers are required to submit daily attendance details which are collated by the VCE Coordinator on a fortnightly basis. Teachers are also required to inform the VCE Coordinator when they feel that a student is underperforming in their subject. Heads of Year may ask teachers to comment, at any time, on students who might be regarded as potentially 'at risk.'

Parent/Teacher Interviews

Parent/Teacher interviews for all students in Year 11 will be conducted during both Semesters One and Two. Students are encouraged to be a part of this interview process.

7. VCE Committee

The progress of each student will be reviewed by the VCE Coordinator in consultation with the Head of Year, Deputy Principal and the Director of Student Services. At these meetings, consideration will be given to disciplinary and attendance records as well as academic results and the emphasis will always be on establishing a plan to help or deal with each student's needs. Where progress is otherwise unsatisfactory, the College will be in frequent contact with the parents, and in many cases, will establish student welfare support groups.

8. Use of assessment information by the College

The College regularly collects, analyses and stores information about student performance and behaviour for a number of purposes. These include:

- To provide Heads of Year and VCE Coordinator with detailed information so that the College can act effectively to meet the needs of each student;
- To contribute to a profile of the student during his/her time at the College;
- To provide useful information which can contribute to the consistent application of assessment criteria between teachers, subjects and year levels;
- To help facilitate course evaluations by teachers;
- To provide assessment information to the Victorian Curriculum and Assessment Authority as required;
- To monitor patterns of student participation and the quality of Outcomes.

Choosing an appropriate VCE Mathematics Course

Although VCE does not require a student to complete any Mathematics, many tertiary courses do require some mathematics subjects at VCE level and so the College offers a number of courses to cater for the needs and abilities of all students.

The following guidelines will help you decide which courses are best suited to your needs, but you must still check tertiary course entrance prerequisites to make sure that you have made the right choice because changing from one mathematics course to another during Year 11 is not always possible nor wise for a number of reasons:

- Class size and timetable constraints may prevent it;
- Changing subjects is unsettling to the new class, and to the new teacher, and;
- Each subject depends on a store of specific knowledge and skills, and a student transferring into a new course cannot acquire this store overnight.

Consequently it is in your best interests to choose realistically in the first place, and to avoid unnecessary difficulties and disruption to your VCE studies. A list of the most popular Mathematics combinations is shown in the table below:

Student profile	**2027 Year 11 courses in Mathematics**	**Possible 2028 options in Mathematics**
Those who have already completed Maths Methods (CAS) 1/2 in Year 10	Course A: (accelerated) Maths Methods 3/4 *and* Specialist Maths 1/2	Specialist Maths 3/4 *and* Possibly Tertiary Maths
Strong students who wish to study a strongly scientific course at a tertiary level	Course B Maths Methods 1/2 *and* Specialist Maths 1/2	Maths Methods 3/4 and Specialist Maths 3/4 *or* Maths Methods 3/4
Students who enjoy mathematics and intend to study a tertiary course with considerable mathematical content	Course C Maths Methods 1/2 *and* General Maths 1/2 Course D Maths Methods 1/2 *and* General Maths 3/4	Maths Methods 3/4 and General Maths 3/4 *or* Maths Methods 3/4 *or* General Maths 3/4
Students who require a solid foundation for general science courses	Course E Maths Methods 1/2	Maths Method 3/4 *or* General Maths 3/4
Students who are strong enough to take Units 3/4 Maths in Year 11, and who require a sound foundation in Statistics	Course F General Maths 3/4	
Students who are not strong in mathematics but who require some mathematical studies	Course G General Maths 1/2	General Maths 3/4

University Extension Studies

Hebrew (Tertiary) offered on campus by arrangement with the University of Melbourne.
Other Extension Studies are offered externally.

NOTE: Entry to University Extension Studies is restricted to students who have excelled in prerequisite studies, such as Hebrew Units 3/4 in Year 11. Entry is governed by the host University, not the College. Successful completion of an Extension Study will normally allow a student to proceed to second year study at the University in that discipline. For the purposes of calculating the student's ATAR, an Extension Study can be counted only as a sixth subject. If a student passes all the Units in the Study, it will attract a score of between 0 and 5 aggregate points, depending on how well the student has performed; if the student does not pass all units, no increment will be awarded for inclusion in the ATAR.

Some universities will, in addition to a minimum study score in a student's Unit 3/4 study, also require a B+ or better average in the student's Year 11 Studies.

Distance Learning

If a student wishes to study a subject not offered by the College, it may be possible to enrol in that subject via distance learning with Virtual Schools Victoria or The Victorian School of Languages. As this is a self-directed option, students are advised to think very carefully before enrolling. They might be better served taking a different subject that the College does offer to maintain the conventional learning environment that the College provides. Anybody contemplating this option must see the VCE Coordinator.

Block Credit in the VCE

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 and school-based apprenticeships and traineeships may be eligible for credit towards their VCE through block credit recognition.

Rules for the award of Block Credit towards the VCE

- **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 levels. 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.

Restrictions on similar study combinations remain. If a VCE subject and a VET subject have the same content, only one subject can be used in the ATAR. VTAC determines which subject combinations this applies to.

Should a student choose to complete a Block Credit VET course, and wishes to use this subject in the calculation of the ATAR, the Block Credit VET subject can only count if the student has completed fewer than six VCE or VCE VET subjects (not including the Block Credit VET subject). In the event that the student completes six VCE or VCE VET subjects, plus a Block Credit VET course, the Block Credit course will not contribute to the ATAR.

Wider Education Programme Options in Year 11

Some students may choose to pursue a combined School and VET/University education. Vocational education and training (VET) subjects, School Based New Apprenticeships and Pathway programs are all available in the wider community and where possible, may be integrated into the school curriculum.

If you are considering doing a VET course please read the accompanying VET POLICY.

VET Program Policy

Purpose

The VET program is designed to assist students who choose to add into their VCE programme subjects that relate to vocational education. These subjects may be provided within the Mount Scopus curriculum but are more usually available from external providers.

This policy sets out the process and policies for arranging and managing students to attend Vocational Educational Training (VET) programmes on campuses that are not operated by Mount Scopus (called Vet Providers in this policy).

Policy

1. Eligibility

Eligible students are identified by the following process:

- Parents and students are invited to discuss VET opportunities with the VET Coordinator.
- The VET Coordinator monitors VET Providers to identify courses for prospective students.
- After discussions with the student and assessment, the VET Coordinator will organise to facilitate viable programmes.

2. Arranging the course

If a VET Provider is able to offer a VET course on a Wednesday afternoon and/or evening the Coordinator will arrange for the selected VET Provider to deliver the course. The VET Coordinator will:

- Attend VET meetings with individual VET Providers to build College knowledge on programme processes and potential opportunities for students.
- Liaise with the VET Providers to ensure a programme meets the VCAA requirements and student needs.
- Collect expressions of interest from prospective students.
- Arrange for a Memorandum of Understanding to be provided by the VET Provider.
- Advise the VET Provider of the prospective student.
- Liaise with the VASS Coordinator to ensure all students are enrolled on the VASS system. Liaise with the College's VCE Coordinator, School Timetabler and Careers Counsellor as required.

3. Student support

The VET Coordinator maintains regular contact with each VET Provider to:

- Coordinate transport arrangements in accordance with the policy set out below.
- Assist VET staff in the management of student behaviour.
- If a student misses classes, it is their responsibility to catch up on lectures or work missed by dealing directly with the VET Provider.
- A student must satisfactorily meet the requirements for all modules to attain a certificate for the subject. One of the requirements is 100% attendance. If an absence is short term and is supported by a medical certificate, the VET Provider will meet with the student to arrange a suitable time for the student to complete a missing module.

The student is responsible to ensure that administrative information given to them in class is passed on to the College's VET Coordinator. Examples of administrative information include class cancellations and changes to class times.

4. Course Results

The VET Coordinator collects data on the student's results as input on the VASS system to contribute to their VCE results administered by VCAA.

5. Work Placement

Where necessary, a VET will be required to source their own work placements. In most cases this will occur during the school holidays. However, if students are granted leave from the College to attend their selected place of work it is the student's responsibility to catch up on the subject matter from missed classes by arranging for classmates to provide a copy of their notes. Students are responsible for making their own arrangements to travel to and from their work placement.

6. Duty of Care

The VET Provider has the responsibility for the duty of care for a student while attending their courses. The employer has the responsibility for the duty of care for a work experience student.

7. Transport

Attendance at VET Providers is timetabled by Mount Scopus for Wednesday afternoons. Transport is arranged for by the College to deliver students to Holmesglen and other VET Providers when the VET classes are blocked to fit into the school timetable on Wednesday afternoons.

All other transport is the student's responsibility.

8. Fees

Families are charged with the fees incurred from VET Providers plus an administrative fee charged by the College. The College manages claims for Government rebates for students attending VET courses. .

Please check the Victorian Curriculum Assessment Authority's website for further information: http://www.vcaa.vic.edu.au/ Select VET and follow the prompts.

11074NAT – Certificate III in Applied Language

11074NAT – Certificate III in Applied Language

Description
Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate III in Applied Language (Hebrew) will provide you with practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with a Certificate II in Applied Language – Hebrew or similar skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct everyday conversations, locate places of interest, and understand grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate III in Applied Language will be able to communicate in a routine fashion with other Hebrew speakers in a range of social and work-related environments.

The Certificate will be awarded only on successful completion of all program requirements.

Qualification Levels
A Graduate of **Certificate III in Applied Language (Hebrew**) will be able to:

Demonstrate some relevant theoretical knowledge through the application of appropriate acquired linguistic and cultural knowledge in routine exchanges.

Apply a range of well-developed skills through the exchange of opinions and ideas and the ability to give clear descriptions and explanations.

Apply known solutions to a variety of predictable problems through the ease of expression to develop arguments and discuss abstract or cultural topics.

Perform processes that require a range of well-developed skills where some discretion and judgment is required, and a range of tasks where choice between a limited range of options is required through the clarification and confirmation of routine spoken and written instructions and directions.

Interpret available information using discretion and judgment through analysis of the views of others and researched factual information.

Take responsibility for their own outputs in work and learning through active application of linguistic range and cultural knowledge.

Take limited responsibility for the output of others through clear delivery of spoken and written instructions.

The Certificate III in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.**Units of Competency**

- NAT11074001 Conduct routine oral communication for social purposes in a language other than English. in Hebrew.
- NAT11074002 Conduct routine workplace oral communication in a language other than English in Hebrew.
- NAT11074003 Read and write routine documents for social purposes in a language other than English in Hebrew.
- NAT11074004 Read and write routine workplace documents in a language other than English. Hebrew.

Location/Duration of Course
Students are enrolled with Ripponlea Institute (RTO 21230). The Certificate III course takes place as part of the normal timetable, onsite at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course. The course duration is one year. Students must have successfully completed Certificate II in Applied Languages before commencing this course.

Jewish Studies Compulsory Subject
The Certificate III in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

Credit in the VCE
Students who complete Certificate III in Applied Language (Hebrew) will be eligible for a Unit 3/4 sequence credit towards their VCE Certificate.

ATAR Contribution
Students who receive a Unit 3/4 sequence for Certificate III in Applied Language (Hebrew) will be eligible for a 10% increment towards their ATAR (10% of the student's lowest result of the primary four VCE subjects).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au - Select VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies
A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as NAT11074 Certificate III in Applied Language – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Other VET Choices

In previous years individual students have chosen to enrol in VET subjects of their own choosing. Although the school will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.

Please check the Victorian Curriculum Assessment Authority's website for further information. http://www.vcaa.vic.edu.au/. Select VET and follow the prompts.

VET – off campus options

The College facilitates the enrolment of students into off-campus VET institutions, primarily Holmesglen Institute. The VET courses run on a Wednesday afternoon.

There are many options available to students. Please click on the links below which will take you to the various providers and their offerings. We cannot guarantee a place in these options.

Box Hill Institute VET courses
Holmesglen Institute VET courses for Secondary Students

Unit 1 - 2

Subjects 2027

Click on this link to the VCAA Study Design webpage

Accounting 1/2

Art Creative Practice 1/2

Biology 1/2

Business Management 1/2

Chemistry 1/2

Economics 1/2

Environmental Science 1/2

English 1/2

Health & Human Development 1/2

History 1/2

Legal Studies 1/2

Literature 1/2

Literature (Jewish Studies - Cultural Texts) 1/2

General Mathematics 1 / 2

Mathematical Methods 1/2

Specialist Mathematics 1/2

Media 1/2

Music 1/2

Philosophy 1/2

Physical Education 1/2

Physics 1/2

Psychology 1/2

Religion and Society 1/2

Sport

Theatre Studies 1/2

Visual Communication Design 1/2

Accounting 1/2

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1

This 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. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 would need to undertake preparatory work related to Unit 2.

Methods of Assessment

- Assignments
- Exams
- Tests
- Class work
- Case Studies

Art Creative Practice 1/2

Rationale

VCE Art Creative Practice focuses on the making and meaning of art - our own and others. It explores the role of art in contemporary and historical culture. Students build an understanding of how artists communicate personal experiences, ideas, cultural values, beliefs and viewpoints. Students learn to interpret their understanding of the meanings and messages contained within artworks.

In making artworks, students use their creativity to solve problems and experiment with visual language and self expression. They explore a diverse range of materials, techniques and art processes to create artworks.

Art Creative practise prepares students for creative TAFE and University courses, particularly those requiring folios. More importantly, creative thinking has been identified by employers as a highly sought after C21 skill. This study teaches students to develop a creative art making practice demonstrating problem solving and innovative thinking.

Unit 1- Interpreting artworks and exploring the Creative Practice

Outcome 1- Artists, artworks and audiences.

- Analyse and interpret artworks by three artists from different time periods using the structural and personal lenses.
- Formulate personal opinions on artworks and use appropriate artistic language.

Outcome 2 - The Creative Practice

- Using the Creative Practice, present a range of visual creative responses that demonstrate the student's personal interests and ideas. Explore techniques, processes and artforms to investigate how these can be used to create artworks

Outcome 3 - Documenting and reflecting on the Creative Practice

- Students document and evaluate the various stages of their Creative Practice in their visual diary.

Unit 2 - Interpreting artworks and developing the Creative Practice

Outcome 1- The artist, society and culture

- Analyse, interpret, compare the practice of at least three artists and artworks from different cultures and periods of time using a range of interpretive lenses.

Outcome 2 - The collaborative Creative Practice

- Students will use the Creative Practice to explore social and cultural ideas or issues. They will create at least one finished artwork using collaborative approaches.

Outcome 3 - Documentation of collaboration using the Creative Practice

- Students will critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses. Written and visual records and evaluations will be included in their visual diaries.

Entry

Visual Arts electives completed at Year 9 and 10 are recommended.

Methods of Assessment

- Folio of artworks and annotated support work assessed according to criteria.
- Written and/or oral responses of aesthetic discussions, artists, artworks and art issues.
- Exams at the completion of Unit 1 and Unit 2.

Biology 1/2

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess

the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain 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.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Entry

There are no prerequisites for entry into Units 1/2.

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

Business Management 1/2

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1

Businesses of all sizes are major contributors to the economic and social well being of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

Entry

There are no prerequisites for Units 1/2.

Methods of Assessment

A range of methods of assessment will be used. Suggested methods include:

- Case study analysis
- Development of a business plan
- Interview and report on contact with business
- Business simulation exercise
- Tests
- Semester exam
- Report
- Analytical exercises
- Business survey and analysis
- Media analysis

Chemistry 1/2

Rationale

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Entry

Although there are no prerequisites for entry into Units 1 and 2, strong work ethics is highly encouraged.

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Construction and simulation of molecules, bonding and formulae
- Topic tests
- End-of-semester exams (internally set and assessed)

Economics 1/2

Rationale

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Entry
There are no prerequisites for entry into Units 1/2.

Methods of Assessment
A range of task types are used to assess this unit. Suitable tasks for assessment in this unit include:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a webpage
- a media analysis
- a case study
- fieldwork
- investigate and/or conduct and report on a behavioural economics experiment
- economics simulation activities.

Environmental Science 1/2

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

Unit 1: How are Earth's dynamic systems interconnected to support life?

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change. It draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2: What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Entry

There are no prerequisites for entry into Units 1/2.

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

English 1/2

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established in the middle years in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1

In Unit 1 students engage in reading and viewing texts with a focus on personal connections with the story. Exploration of the texts involves understanding and appreciating the role of vocabulary, text structures and language features. Students contemplate the ways a text can present and reflect the human experience and how stories resonate with their own memories and lives.

Additionally, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through an awareness of contexts, stated purposes and audience. To enhance this area of study, students engage with *mentor texts* that model effective writing.

Unit 2

In Unit 2 students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing.

On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Additionally, the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

EAL

Students who have been in Australia for seven years or less qualify to undertake the subject of VCE EAL English in place of mainstream VCE English. For Units 1/2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3/4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Schools should refer to the current year's *VCE and VCAL Administrative Handbook* for advice about student eligibility for EAL in Units 3/4. EAL students should

undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Methods of Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1/2 are school assessed. Procedures for assessment of levels of achievement in Units 1/2 are a matter for school decision.

The following could be assessment tasks:

- an analytical response to a set text;
- a personal response to a set text;
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text;
- an analysis of the use of argument and persuasive language in text/s;
- a text intended to position an audience;
- a persuasive oral or written text that presents an argument or viewpoint;

Health and Human Development 1/2

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nationals and global society. Students explore the complex interplay of biological, socio-cultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and the health profession.

Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Unit 2: Managing Health and Development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Methods of Assessment

- Structured questions (including data analysis)
- Extended response questions
- Written reports
- Visual presentations

History 1/2

(Important Note: Enrolling in this VCE course will fulfil the requirements for the compulsory Jewish Studies component at Year 11)

Rationale

The Year 11 History course content evaluates major turning points throughout the Twentieth Century, and incorporates 2 Jewish themes case studies: focus on Jewish life in the Shtetls, and the establishment of the State of Israel. As such, it is included as one of the options to fulfil a compulsory Unit 1/2 Jewish Studies subject. The course can be completed as a Jewish Studies or mainstream option.

History involves an understanding and analysis of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study of history also seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and imagination. The study of history draws links between contemporary society and its history. An understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced are also a feature of the study of history.

Unit 1

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.

The first half of the Twentieth Century was marked by significant change. The old order was challenged and overthrown. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Patterns of daily life were changed as a result of political, social and cultural transformations.

In this area of study students focus on the events, ideologies, individuals and movements of the period of the first half of the Twentieth Century.

This unit will examine the rise of dictatorships. Fascist ideology in Europe will be one area of study. It will also explore cultural and social changes throughout Europe from the birth of Yiddish culture in the Shtetls, to the days of the Weimar Republic. The Rise of Stalin will also be explored, with an in depth study of the positive and negative outcomes of his rule.

Unit 2

In this area of study, students will explore the 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.

Various concepts such as **liberty, authority, freedom, equality, right** and **truth** are part of struggles for liberty and authority, with case studies that centre on modern day political language and are often used to justify ideas and actions. This unit focuses on the struggle of competing ideologies involved in the Vietnam War, followed by an investigation of the establishment of the State of Israel, the birth of the Palestinian refugee crisis, and of certain modern day Terrorist groups.

Entry

There are no prerequisites for Units 1/2.

Methods of Assessment

- Exams
- Oral presentations
- Essays and extended responses
- Document Analysis

Legal Studies 1/2

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, paralegal, legal secretary, as well as other careers in the courtroom, education and law enforcement.

Unit 1: The presumption of innocence

In this unit students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused. Students apply their understanding of how criminal cases are resolved and effectiveness of sanctions through consideration of recent criminal cases.

Unit 2: Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Entry

There are no prerequisites for Unit 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Methods of Assessment

- A folio of exercises
- An oral or digital presentation, such as a podcast or video
- Tests
- Structured Questions
- Reports
- Case studies
- Semester Examination

Literature 1/2

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Approaches to literature

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 help 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.

Unit 2: Context and connections

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. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Methods of Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1/2 are school-based. Procedures for assessment of levels of achievement in Units 1/2 are a matter for school decision.

Suitable tasks for assessment in these units are:

- an essay (comparative, interpretive, analytical or discursive);
- a debate;
- journal entries;
- a close analysis of selected passages;
- an original piece of writing responding to a text(s) studied;
- an oral or a written review;
- a multimedia presentation;
- participation in an online discussion;
- performance and commentary.

Literature (Jewish Studies - Cultural Texts) 1/2
Important Note: Enrolling in this VCE course will fulfil the requirements for the compulsory Jewish Studies component at Year 11)

Rationale
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Approaches to literature
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 help 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.

Unit 2: Context and connections
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. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. 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.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Methods of Assessment
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 /2 are school-based. Procedures for assessment of levels of achievement in Units 1/2 are a matter for school decision.

The following are suitable tasks for assessment:

- an essay (comparative, interpretive, analytical or discursive);
- a debate;
- journal entries;
- a close analysis of selected passages;
- an original piece of writing responding to a text(s) studied;
- an oral or a written review;
- a multimedia presentation;
- participation in an online discussion;
- performance and commentary.

General Mathematics 1/2

Rationale

General Mathematics Units 1/2 cater for a range of student interests, including to provide preparation for the study of VCE General Mathematics Units 3/4.

Units 1/2

The areas of study for Unit 1 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Algebra, number and structure’, ‘Functions, relations and graphs’ and ‘Discrete mathematics’. The areas of study for Unit 2 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Discrete mathematics’, ‘Functions, relations and graphs’ and ‘Space and measurement’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology is expected.

Entry

There are no prerequisites for entry to General Mathematics Units 1/2.

Methods of Assessment

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Demonstration of Outcome 1 is based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 2 is based on a selection from projects, short-written responses, problem solving tasks and modelling tasks. Demonstration of Outcome 3 is based on the student’s performance in technological aspects of tasks related to Outcomes 1 and 2.

Mathematical Methods 1/2

Rationale

Mathematical Methods Units 1/2 build strongly on the foundation of Year 10A Mathematics and are designed as preparation for Mathematical Methods Units 3/4. Consequently these 3 years of Mathematics should be regarded as a continuum. Units 1/2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Units 1/2

Mathematical Methods Units 1/2 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Assumed knowledge and skills for Mathematical Methods Units 1/2 are contained in Year 10A Mathematics. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have the facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is expected.

Entry

There are no prerequisites for entry to Mathematical Methods Units 1/2. However, as Mathematics is a cumulative study, students are expected to have a sound background in algebra, functions and graphs. Usually to achieve success in Mathematical Methods Units 1/2, the student should have satisfactorily completed Year 10A Mathematics.

Methods of Assessment

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Demonstration of Outcomes 1 and 2 are based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 3 is based on a selection of: projects; short written responses; problem solving or modelling tasks.

Specialist Mathematics 1/2

Rationale

Specialist Mathematics Units 1/2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Units 1/2

The areas of study for Specialist Mathematics Units 1/2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Mathematical Methods Units 1/2 and Specialist Mathematics Units 1/2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3/4. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is expected.

Entry

There are no prerequisites for entry to Specialist Mathematics Units 1/2. However, students would be expected to have a sound knowledge of Year 10A Mathematics.

Methods of Assessment

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Demonstration of Outcome 1 is based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 2 is based on a selection from projects, short-written responses, problem solving tasks and modelling tasks. Demonstration of Outcome 3 is based on the student's performance in technological aspects of tasks related to Outcomes 1 and 2.

Media 1/2

Rationale

VCE Media provides students with the opportunity to develop an understanding of the relationship between the media, technology, the representations present in a variety of media forms, as well as the cultural and organisational structures that make up the Australian and international media industry. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian and International media organisations operate.

Unit 1

Media Representation

- Analysing and interpreting a variety of media products by identifying the codes and conventions as well the text's relationship to the selection and construction of reality.
- Exploring media within the context of values such as those related to gender, age, ethnicity, culture and socioeconomic status as well as considering the role of the audience.

Media Forms in Production

- Present practical techniques and processes used in the production of media utilising media technologies, materials and applications in two or more media forms.
- Use media language appropriate to the design, production and evaluation of a range of media forms.

Australian Stories

- Students analyse how the structural features of Australian fictional and non-fictional narratives in two media forms engage, and are consumed by and read by the audience.

Unit 2

Narrative, style and genre

- Students analyse the intentions of media creators and producers and the influence of narratives on the audience in different media forms.

Narratives in Production

- Students will design, produce and evaluate their own media product which constructs a narrative.

Media and Change

- Students will study developments in new media technologies. They will discuss how these new technologies have influenced society, the individual as well as media industries and institutions. They will consider social, ethical and legal issues associated with the growth of digital technologies and new media.

Entry

There are no prerequisites to commence VCE Media.

Methods of Assessment

- Folio and production work assessed according to criteria.
- Written and/or oral responses of analytical discussions.
- Exam at the completion of Units 1 and 2.

Music 1/2

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. All VCE studies are benchmarked against comparable national and international curriculum. At least four to five years' experience in learning an instrument/s is recommended before commencing VCE Music.

Methods of Assessment

- Performances of at least 3 works.
- A demonstration of performance techniques.
- A test that includes aural, written and practical components.
- A folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises.

Philosophy 1/2

Rationale

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview. Exploring the big philosophical questions and the ideas of some of history's greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

Unit 1 - Philosophy, existence and knowledge

Unit 1 explores fundamental questions about the nature of reality and how we acquire knowledge through the philosophical areas of epistemology and metaphysics. The emphasis is on actively "doing philosophy" by formulating questions, exploring viewpoints, and engaging in philosophical reasoning. Students analyse primary texts and learn to think critically about key concepts like the mind-body problem, certainty of knowledge, and free will. Contemporary and historical arguments are used to stimulate discussions connecting philosophical problems to modern debates. By grappling with these deep questions, students develop valuable critical thinking and perspective-taking skills.

Unit 2 - Questions of value

Unit 2 delves into the foundations of our value judgments across the realms of morality, politics/society, and aesthetics. Students explore what underlies our evaluations of right, good, and valuable, examining subjective factors like emotions and interests as well as objective factors grounded in human nature and sociological observations. They investigate how different value types - moral, social/political, and aesthetic - relate, considering potential tensions. A key focus is learning how to philosophically defend or critique particular value judgments based on coherence with facts, ethical frameworks, and reasoned analysis of competing values. By formulating questions, developing philosophical perspectives, and analysing primary texts, students build evaluative skills vital for navigating ethical issues and appreciating diverse value perspectives across personal, social, and cultural domains.

Entry

There are no prerequisites for entry into Units 1/2.

Methods of Assessment

- Written analysis and essays
- Reflective writing
- Research tasks
- Multimedia presentations (oral, multimedia, dialogue)

Physical Education 1/2

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual-and settings-based strategies that are effective in promoting participation in regular physical activity.

Perceived Future Pathways and Employment Opportunity

The VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training setting. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education Teacher.

- This study also provides a greater opportunity for those students who want to become a Fitness/Personal Trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs e.g. AFL, Cricket, and Soccer etc.

Perception of its Relevance

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Students who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities.

Entry

There are no prerequisites for entry to Units 1/2.

Methods of Assessment

Assessment tasks for this unit are selected from the following:

- a practical laboratory report linking key knowledge and key skills to practical activity;
- a case study analysis;
- a data analysis;
- a critically reflective folio/diary of participation in practical activities;
- a visual presentation such as graphic organiser, concept/mind map, annotated poster, presentation file;
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction;
- a physical simulation or model;
- an oral presentation such as podcast, debate;
- a written report;
- a test.

Physics 1/2

Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Entry

There are no prerequisites for entry into Units 1/2.

Method of Assessments

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

Psychology 1/2

Rationale

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to further develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

Unit 1

Area of Study 1: What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives.

Students consider the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories.

Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity, investigating selected developmental differences. The role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour is considered, and depending on interest and context, students may extend their understanding of atypical behaviour to explore the diagnosis and treatment of selected mental disorders.

Outcome 1

On completion of this unit the student should be able to discuss the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Area of Study 2: How are mental processes and behaviour influenced by the brain?

In this area of study students explore how the understanding of brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain. They develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain that enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions.

Students consider how the brain changes with age and experience, and subsequently how mental functions adapt. Students explore neuroplasticity as the result of experience and brain trauma. They investigate ways to maintain brain functioning and an opportunity is provided to investigate the impact of acquired brain injuries (ABIs), to consolidate students' understanding of brain functioning. Chronic traumatic encephalopathy (CTE) is also considered as an area of contemporary research into progressive and fatal brain disease.

Outcome 2

On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Area of Study 3: How does contemporary psychology conduct and validate psychological research?

Researchers in psychology work to continually expand and refine the ability to understand and describe human thoughts, feelings and behaviours and to review the validity of research already conducted in a particular area of research. Historically, psychological research has been conducted using samples selected from Western, educated, industrialised, rich and democratic (WEIRD) societies – samples that under-represent a large proportion of the overall population. Reproducing previous research with different population groups has led to the accuracy of published findings and the external validity of the original research being questioned.

In this area of study students investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning enables students to explore and compare responses to contemporary psychological concepts as well as engage in the analysis and evaluation of methodologies, methods and conclusions of research studies. When evaluating information and research, students consider questions such as 'Where does this idea come from?', 'Can it be tested empirically?', 'What are the underlying scientific processes?', 'What is the scientific evidence to support the research question?', 'Does the evidence address the research question?', 'Is the claim well justified?', 'Is the evidence subject to critique?', 'What uncertainties still exist?' and 'Have cultural biases impacted on the research design, data collection and interpretation?'

Students select and evaluate a recent discovery, finding, innovation, issue, advance or case study linked to the knowledge and skills developed in Area of Study 1 and/or Area of Study 2. Students may develop a research question individually or in conjunction with their class or a group of students. Possible starting points when developing a research question include reviewing contemporary research such as announcements of recent psychological research, an expert's published point of view, a TED Talk, a YouTube presentation, a report from a community program or an article from a scientific publication.

Analysing and synthesising secondary data, students demonstrate and apply their knowledge and relevant key science skills to identify the psychological concepts specific to the research question; consider different perspectives and evidence available; identify any social, economic, legal and/or political factors relevant to the selected research question; and analyse and evaluate the validity of the psychological research.

Students consider the appropriateness of different methodologies to the needs and world views of Aboriginal and Torres Strait Islander peoples and identify cultural biases in research methods and data interpretations, including those that may exclude Aboriginal and Torres Strait Islander voices and knowledge.

When communicating their findings, students apply critical and creative thinking and scientific inquiry skills to explain the relevant psychological concepts; critically examine the evidence available to answer the research question; and identify the sociocultural, economic, political, legal and ethical implications of the selected investigation for society.

Outcome 3

On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Unit 2

How do external factors influence behaviour and mental processes?

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

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1: How are people influenced to behave in particular ways?

In this area of study students explore the interplay of psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours. Students explore how cognitive biases may assist with the avoidance of cognitive dissonance. They also consider the important role that heuristics have in problem-solving and decision-making.

Students are given an opportunity to explore the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society, including on Aboriginal and Torres Strait Islander peoples. They investigate strategies to reduce prejudice, discrimination and stigma.

Students evaluate the findings of classical and contemporary research when considering impacts of social groups and culture on individual behaviour, including obedience and conformity. They explore the positive and negative influences of different media sources on an individual's mental wellbeing and group behaviour. They also consider mechanisms to understand group processes and biases that may assist in decision-making and the critical evaluation of people they encounter in life.

Outcome 1

On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Area of Study 2: What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore the role of attention in making sense of the world around them and they consider two aspects of human perception – vision and taste – and consider how perception is influenced by cultural norms and historical experiences.

Students explore the influence of biological, psychological and social factors on visual and gustatory perception. Perceptual distortions of vision and taste are explored when looking at the fallibility of perceptual systems. Students may choose to explore a range of different visual illusions to understand how individuals misinterpret real sensory stimuli. Different forms of agnosia may be investigated by students to understand issues with sensory processing areas within the brain.

Aboriginal and Torres Strait Islander experiences of sensory connection to Country and/or Place, ancestors, spirituality and songlines may also be considered.

Outcome 2

On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?

Individuals are influenced by a variety of biological, psychological and social and cultural factors. These determinants can be classified as either internal or external factors and they lead to a diverse range of perceptions and behaviour.

In this area of study students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour. They generate appropriate qualitative and/or quantitative data, organise and interpret the data, and research a conclusion in response to the research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Outcome 3

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Entry

There are no prerequisites for Units 1/2.

Methods of Assessment

- Exams
- Tests
- Empirical research activities
- Analysis of research design
- Comprehension questions
- Analysis tasks
- Class work

Religion and Society 1/2

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time and can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist.

Students explore how such societies and their spiritual and religious traditions negotiate significant ethical issues. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences. Students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role overall, but an enhanced role in other settings.

This study aims to foster an appreciation of the complexity of societies where multiple worldviews coexist and develop skills in research and analysis, helping students to become informed citizens.

Unit 1: The role of Religion in Society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgements.

In this unit students study in detail various methods of ethical decision making and explore ethical issues in societies where multiple worldviews coexist.

Entry

There are no prerequisites for Units 1/2.

Methods of Assessment

- Tests and Exams
- Research Projects
- Document Analysis
- Essays
- Extended Responses

Sport

Aims

- To challenge the student body through physical individual and team activities.
- To provide a program designed to cater for the student's physical needs.
- To develop social and communication skills.
- To provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies.
- To provide a program that will positively impact upon the student's health and wellbeing and therefore directly improve their ability to concentrate while studying.
- To experience the inherent benefits of being a member of a team.
- To experience the responsibilities associated with being a member of a team.
- To present students with the opportunity to represent their school.
- To develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne (EISM) sporting association.

Content

EISM sports available to students for Terms 1 – 3:

• Athletics • Badminton (Boys and Girls) • Basketball (Boys and Girls) • Cricket (Boys and Girls) • Cross-Country • Football (Boys and Girls) • Hockey (Boys and Girls) • Indoor Soccer (Boys) • Netball (Girls)	• Soccer (Boys and Girls) • Softball (Boys and Girls) • Swimming • Table Tennis (Boys and Girls) • Tennis (Boys and Girls) • Touch Rugby (Girls) • Volleyball (Boys and Girls)

Alternate activities available to students who are not selected in EISM teams:

• Competitive Activities & Team Round Robins • Aquanation Gym Program • Indoor Rock Climbing • Lawn Bowls	• Swimming • Weights room • Indoor Soccer • Beach Volleyball • Obstacle Course Challenges

Structure of Program

Students are involved in two compulsory periods of Sport each week. At the start of each term they are expected to "try out" for one of the multiple EISM sports on offer. Those students who do not make the training squads for each sport are then given the opportunity to choose one of the alternatives available.

Theatre Studies 1/2

Rationale

Theatre Studies 1/2 focuses on the application of acting and other production roles including direction, lighting, sound, set, costume, properties and makeup design in relation to varying theatrical styles. Students work with playscripts in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of plays in performance. Students will learn how to articulate discussions and design for plays, whilst commenting on the works of Live Theatre, in response to plays assigned by VCAA.

Unit 1: Pre-modern theatre

In this unit students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia Dell'Arte, Shakespeare, Restoration theatre, Naturalism/Realism, and non-Western theatre such as Noh theatre and other traditional indigenous theatre forms.

Students study playscripts from at least three distinct theatrical periods. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre. Students will see at least one professional production and analyse it in performance.

Unit 2: Modern theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education. Students will see at least one professional production and analyse it in performance.

Entry

It is an advantage for students to have undertaken Drama and/or other performing arts subjects in Year 10; in addition, experience in extra-curricular productions including the school musical and music performance form a valuable background. Students however are not required to have participated in any performing arts classes, however should note the balance of theory and performance/presentation work. Students can present work either on stage as an actor/director or present illustrations, physical demonstrations or simulations of design elements.

Methods of Assessment

- Performance of playscripts
- Oral/visual/multimedia reports/presentations
- Responses to structured questions
- Research report
- Written and illustrated design elements
- Written semester examinations
- Students will comment on Live performances seen throughout the year

Visual Communication Design 1/2

Rational

The study of VCE Visual Communication Design seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Outcome 1: Reframing design problems

- *On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.*

Outcome 2: Solving communication design problems

- *On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.*

Outcome 3: Design's influence and influences on design

- *On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.*

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Outcome 1: Design, place and time

- *On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.*

Outcome 2: Cultural ownership and design

- *On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.*

Outcome 3: Designing interactive experiences

- *On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.*

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Methods of Assessment

- Written Brief
- Folio
- Range of design exercises
- Investigation visual report
- Presentation of design concepts for a critique
- Written/ Prac semester examinations

Unit 3 - 4
Studies 2027

Click on this link to the VCAA Study Design webpage

Business Management ¾

Economics

Environmental Science 3/4

Extended Investigation 3/4

Health and Human Development 3/4

Hebrew 3/4

Legal Studies 3/4

Literature 3/4

General Mathematics 3/4

Mathematical Methods 3/4

Media Studies 3/4

Psychology 3/4

Physical Education 3/4

Business Management 3/4

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 3

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

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4

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 performance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Entry

There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Examination 50%

SACs will be a combination of theory and applying the students' knowledge to real or hypothetical case studies.

Economics 3/4

Rationale

Economics examines how consumers, businesses, and governments make decisions about resource allocation and production, and the impact these have on living standards. Students learn to navigate economic systems, weighing costs, benefits, and incentives to make informed, responsible decisions. The study fosters critical skills—data analysis, independent inquiry, and critical evaluation—essential for understanding complex economic issues and diverse viewpoints. Beyond academic knowledge, students build transferable problem-solving and communication skills applicable to diverse careers, from public policy and finance to education and entrepreneurship.

Structure

The study is made up of four units.

- Unit 1: Economic decision-making
- Unit 2: Economic issues and living standards
- Unit 3: Australia's living standards
- Unit 4: Managing the economy

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 3: Australia's living standards

This unit investigates the role of markets in resource allocation, efficiency, and the necessity of government intervention. Students explore macroeconomic concepts, focusing on how aggregate demand and supply influence domestic living standards and macroeconomic goals. Additionally, students examine Australia's international economic relationships, analysing how exchange rates, trade terms, and international competitiveness impact the economy and its overall goals.

Unit 4: Managing the economy

This unit explores how policymakers, including the government and the RBA, manage the economy to achieve macroeconomic goals. Students study aggregate demand policies, such as budgetary and monetary measures, to stabilise the business cycle. Additionally, the unit examines aggregate supply policies, focusing on how enhancing productive capacity and international competitiveness supports long-term economic growth, low inflation, and employment opportunities.

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

Methods of Assessment

A number of methods are used for assessment and include, but are not limited to tests (written and ICT based tasks), assignments, presentation and orals.

Percentage contributions to the study score in VCE Economics are as follows:

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Examination 50%

Environmental Science 3/4

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

Entry

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Methods of Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- End-of-Year Examination 50%

Extended Investigation 3/4

Rationale

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. If a student develops a question on a Jewish theme, this may count as their Jewish subject in Year 11 or Year 12.

The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings to a general audience in both oral and written forms.

The VCE Extended Investigation develops students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer such questions.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Aims

This study is designed to enable students to:

- develop and construct a rigorous research question;
- design and undertake an independent investigation;
- understand and apply research methods;
- explore a chosen area of investigation in depth;
- develop as independent, critical and reflective learners;
- develop research project management knowledge and skills;
- analyse and evaluate findings and results;
- develop skills in written and oral presentation of research findings.

Structure

The study is comprised of a Units 3/4 sequence:

- Unit 3: Designing an Extended Investigation
- Unit 4: Presenting an Extended Investigation

Entry

There is no Unit 1/2 available in this study and there are no prerequisites.

Methods of Assessment

- Unit 3 School Assessed Coursework (Research Rationale, Research Plan, Oral) 30%
- Unit 3 Externally Assessed Critical Thinking Test 10%
- Unit 4 Externally Assessed Task (4000 Word Research Paper, 20 minute Oral) 60%

Health and Human Development 3/4

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nationals and global society. Students explore the complex interplay of biological, socio-cultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and the health profession.

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

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 build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Examination 50%

Hebrew 3/4

Rationale

The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. 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. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3

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

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4

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

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of the Hebrew-speaking communities.

Entry

There are no prerequisites for Units 3/4. Students who enter the study at Units 3/4, need to undertake preparatory work related to Units 1/2.

Methods of Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Oral Examination 12.5%
- End-of-Year Written Examination 37.5%

Legal Studies 3/4

Rationale

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities.

The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our law-making institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Unit 3

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Entry

There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Examination 50%

Literature 3/4

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Entry

There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-Year Examination 50%

General Mathematics 3/4

Rationale

General Mathematics is the least conceptually difficult of the Units 3/4 Mathematics studies and focuses on the real-life application of mathematics with the aid of technology. General Mathematics is the mathematics subject designed for students with aspirations to non-scientific areas requiring mathematics or to non-physical science careers. Students are advised to check tertiary requirements carefully before choosing between General Mathematics and Mathematical Methods.

Units 3/4

General Mathematics consists of two areas of study comprising 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises 'Data analysis' and 'Recursion and financial modelling', and Unit 4 comprises 'Matrices' and 'Networks and decision mathematics'. Assumed knowledge and skills for General Mathematics Units 3/4 are contained in General Mathematics Units 1/2. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology is expected.

Entry

There are no entry requirements. Year 12 students attempting this course would usually have already completed Mathematical Methods or General Mathematics Units 1/2.

Methods of Assessment

Percentage contributions to the study score in VCE Further Mathematics are as follows:

Unit 3 School Assessed Coursework	24%
Unit 4 School Assessed Coursework	16%
Two End-of-Year Units 3 and 4 Examinations comprising	60%

- a one and half hour multiple choice exam to be done with technology and one bound reference, annotated text or lecture pad (30%), and
- a one and half hour extended response questions exam to be done with technology and one bound reference, annotated text or lecture pad (30%).

Mathematical Methods 3/4

Rationale

Mathematical Methods Units 3/4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Units 3/4

Mathematical Methods Units 3/4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Assumed knowledge and skills for Mathematical Methods Units 3/4 are contained in Mathematical Methods Units 1/2. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is expected.

Entry

There are no entry requirements but it is assumed that students will have already satisfactorily completed Mathematical Methods Units 1/2 (whether in the Year 10 Accelerated Course or in Year 11). Unit 3 must be attempted before Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Mathematical Methods are as follows:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	20%
Two End-of-Year Units 3 and 4 Examinations comprising:	60%

- a one-hour exam to be done without technology or student-prepared notes (20%)
- a two-hour exam to be done with technology and one bound reference, annotated text or lecture pad (40%)

Media Studies 3/4

This course undertakes a study of Jewish media products as reference for analysis. Students may develop their media product based on a Jewish theme. If they do so, this fulfils the requirements to undertake a compulsory Jewish Studies subject at VCE.

Rationale

The media is ubiquitous and ever changing in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live. VCE Media at Mount Scopus provides students with the opportunity to examine the media in both historical and contemporary context while developing skills in media design and production in a range of media forms according to their individual interests.

Unit 3: Media narratives and pre-production

Outcome 1

- Narrative and ideology
    - Students will analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
    - Students will examine societal ideologies at the time of a media product's creation, and how ideologies are represented in film texts.

Outcome 2

- Media production development
    - Students will research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production. This will provide skill development for the Unit 3 folio.

Outcome 3

- Media production design
    - Students will develop and document a media production design in a selected media form for a specified audience. This design is the blueprint for the media product developed in Unit 4.

Unit 4: Media production and Agency and control

Outcome 1

- Media Production
    - Students will produce, refine, resolve and distribute a media product designed in Unit 3.

Outcome 2

- Agency and control in and of the media
    - Students will discuss issues of agency and control in the relationship between the media and its audience.

Entry

There are no prerequisites for Unit 3, however it is advised that students have completed Units 1 and 2 Media.

Methods of Assessment

Percentage contributions to the study score in VCE Media are as follows:

Unit 3 School Assessed Coursework	10%
Unit 4 School Assessed Coursework	10%
Units 3 and 4 Media Design Plan and Media Production	40%
End-of-Year Examination	40%

Psychology 3/4

Rationale

Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between brain and behavior by focusing on several key interrelated aspects of the discipline: the interplay between perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging techniques, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Students are introduced to the variety of thinking and research approaches used in psychology and gain a broad perspective of the study as a science. Students apply the principles of scientific research to the investigation of psychology and have the opportunity to conduct their own empirical research investigation. VCE Psychology is engaging and challenging to a wide range of students, including those who are aiming for careers in psychological research and practice, business and social work.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is mental well being supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both units, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to Unit 4. Students who are new to the study at Unit 3 would need to undertake preparatory work related to Units 1/2.

Methods of Assessment

For each outcome, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts.

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End-of-Year Examination	50%

Physical Education 3/4

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

Unit 3

Perceived Future Pathways and Employment Opportunity

The VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training setting. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education Teacher.
- This study also provides a greater opportunity for those students who want to become a Fitness/Personal Trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs e.g. AFL, Cricket, and Soccer etc.

Perception of its Relevance

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Students who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Methods of Assessment

Percentage contributions to the study score in VCE Physical Education are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%