# *Curriculum Handbook*

# *2027*

# *Year 12*

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INTEGRITY COMPASSION INCLUSION CURIOSITY

# 2027

This booklet contains detailed information about the courses to be conducted at Mount Scopus Memorial College in Year 12 in 2027, subject to certain considerations including student demand. For an overview of the VCE, consult the introductory section of the Year 11 Curriculum Handbook.

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In 2027, some Unit 3/4 studies are likely to have a combination of Year 11 and Year 12 students.

## Procedures for Selecting VCE Subjects

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

### Compulsory Units 3/4 Year 12

Choose from: English or English Literature
Choose Jewish Studies from: Hebrew 3/4 or Hebrew Tertiary or Media (Jewish) or Religion and Society or VET Certificate III in Applied Languages – Hebrew, or Art Creative Practice (Jewish) or Extended Investigation (Jewish) or Music 3/4 (Jewish)

Accounting
Art Creative Practice
Biology
Business Management
Chemistry
Economics
Environmental Science
Extended Investigation
Health and Human Development
Hebrew (Tertiary)
History
Legal Studies
Literature
Mathematics Units:
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Media Studies
Music Contemporary Performance
Music Repertoire Performance
Physical Education
Physics
Psychology
Religion and Society
Theatre Studies
Visual Communication Design
VET

# Introduction

The purpose of this booklet is to provide students in Year 11 2026 with information about the Unit 3/4 studies available at Mount Scopus Memorial College in 2027.

Each study in this curriculum handbook outlines:
1. The rationale of the study
2. A brief description of the content of Unit 3 and Unit 4
3. The entry requirement(s) (if any)
4. The methods of assessment

If a student is interested in reading the full study design of any study, he/she may do so by visiting the VCAA study design page via this link

## University Extension Studies

**Hebrew** (Tertiary) offered on campus by arrangement with the University of Melbourne. Other Extension Studies are offered externally. Students need to self enrol.

**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 3 and 5 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.**

# 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 12 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.

## Wider Education Program Options

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

A VET course will take 2 years (4 units) to complete, and needs to be started at the beginning of Year 11 at the latest.

### 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 and 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 the College provides. Anybody contemplating this option must see the VCE Coordinator.

# Unit 3 - 4
# Studies 2027

Click on this link to the VCAA Study Design webpage.

# Accounting

## 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.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

## Structure

The study is made up of four units:
Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

## Unit 3: Financial Accounting for a Trading Business

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

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

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

## Unit 4: Recording, Reporting, Budgeting and Decision-making

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

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

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

## 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 Accounting are as follows:

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

# Art Creative Practice

This course can be undertaken with either a Jewish or non-Jewish theme. If undertaken with a Jewish theme, it fulfils requirements to undertake a compulsory Jewish Studies subject at Year 12 level. Students will investigate ideas, concepts and beliefs central to Judaism in their art making. In addition, they will undertake a study of Jewish artists as a basis of inspiration for their research for Unit 3, Outcome 1.

## 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, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints.. Students are asked to interpret their understanding of the meanings and messages contained within artworks, made at different periods in time, and to examine the effects of artworks upon the viewer.

In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

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 3: Investigation, ideas, artworks and the Creative Practice

### Outcome 1: Investigation and Presentation

Students research one artwork by a selected artist as inspiration for their own art practice. Students develop personal ideas using research that examines the work of an artist of inspiration. Students complete at least one finished artwork based on the artist of inspiration. This work is assessed as part of the SAT (folio).

### Outcome 2: Personal Investigation Using the Creative Practice

Students continue to develop a body of work demonstrating their individual creative practice. Students present a documented body of work that presents exploration and development of personal ideas. This work is assessed as part of the SAT (folio).

## Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

### Outcome 1: Documenting and critique of the Creative Practice

Students continue using the creative practice to develop, refine and resolve ideas developed in Unit 3. Students present a critique to evaluate their body of work. Students document their Creative Practice and present a critique to inform refinement and resolution in their body of work.This work is assessed as part of the SAT (folio).

**Outcome 2: Resolution and Presentation of a Body of Work**
Students develop and refine their body of work developed in Unit 3 and present ongoing experimentation with materials, development of personal ideas and explorations annotation of their creative practice. Students produce a body of work demonstrating refinement of skills, aesthetics, concepts and annotation. This work is assessed as part of the SAT (folio).

**Outcome 3: Comparison of artists, their practise and their artworks.**
Students research a contemporary and a historical artist and their artistic practices. They then analyse, interpret and compare the meanings and messages in their art works. A comparison of the practises of historical and contemporary artists is used to interpret and analyse the meanings and messages in selected artworks using interpretative lenses. This outcome is assessed via a SAC.

## Entry

There are no prerequisites for undertaking Unit 3 Art Creative Practice, though Unit 1 and 2 Art Creative Practice is strongly encouraged.

## Methods of Assessment

In Art Creative Practice, one School Assessed Coursework, two School Assessed Tasks (Folio) and an end-of-year examination will determine the student's level of achievement.

Percentage contributions to the study score in VCE Art Creative Practice are as follows:

| | |
|---|---|
| Units 3 and 4 School Assessed Task (Folio ) | 60% |
| Unit 4 School Assessed Coursework | 10% |
| End-of-Year Examination | 30% |

# Biology

## 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 3: How do cells maintain life?

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

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

### Unit 4: How does life change and respond to challenges?

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

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

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

## Entry

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

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination.

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

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

# Business Management

## 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

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. In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

## 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%

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

# Chemistry

## Rationale

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

### Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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.

### Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

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-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

## Entry

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

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination.

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

| | |
|---|---|
| Unit 3 School Assessed Coursework | 20% |
| Unit 4 School Assessed Coursework(including investigation) | 30% |
| End-of-Year Examination | 50% |

# Economics

## 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%

# English/English as an Additional Language (EAL)

VCE English and English as an Additional Language (EAL) focuses on how English language is used to create meaning in print and digital texts of various complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

## Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## Aims

This study enables students to:

• extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demand of further study, the workplace, and their own needs and interests

• enhance their understanding, enjoyment and appreciation of the English language through all modes

• discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres

• discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding

• convey ideas and demonstrate insight convincingly and confidently

• create print, digital and spoken texts

• demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context

## 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 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.

## Units 3/4 Assessment

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3/4. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study.

Percentage contributions to the study score in VCE English and EAL are as follows:

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

# Environmental Science

## 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 undertaking 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

The student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

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

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

# Extended Investigation

## 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 Unit 3/4 sequence:
Unit 3: Designing an Extended Investigation
Unit 4: Presenting an Extended Investigation

## Methods of Assessment

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

| | |
|---|---|
| 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

## 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, nations and global society. Students explore the complex interplay of biological, sociocultural 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 policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Unit 3

### Understanding health and wellbeing

In this area of study students look 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 Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

### Promoting health and wellbeing

In this area of study students focus 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 wellbeing in a global context

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

### Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development.

Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

## Entry

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

## Methods of Assessment

Percentage contributions to the study score in VCE Health and Human Development are as follows:

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

# Hebrew

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

- Express ideas through the production of original texts;
- Analyse and use information from spoken texts;
- Exchange information, opinions and experiences.

## Unit 4

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

- Analyse and use information from written texts;
- 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 ATAR the study at Units 3/4 need to undertake preparatory work related to Units 1/2.

## Methods of Assessment

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

| | |
|---|---|
| Unit 3 | 25% |
| Unit 4 | 25% |
| End-of-year Examination | 50% |

## Hebrew (Tertiary)

This subject is designed for those students who are highly competent in Hebrew. Students entering this subject would normally have been enrolled in the bilingual program at Mount Scopus Memorial College, or would have developed comparable skills through some other background.

This course has been instituted as part of the University of Melbourne Enhancement Projects. It will be conducted at Mount Scopus College as part of the regular, timetabled Year 12 program. The program is recognised and approved by the VCAA and VTAC as forming a legitimate part of a Year 12 program.

For the purpose of the Tertiary Entrance Rank, students may count the marks awarded for this study as a sixth subject only. Provided that the student passes all units in the study, an increment of 4 points, 5 points or 5.5 points will be awarded, depending on the level achieved by the student.

Students successfully completing this course will receive credit for it upon enrolling in a tertiary course at Monash or Melbourne Universities.

Students interested in enrolling in this course should note that there are no SACs to be completed. The course is based on a study of Hebrew Literature.

Further enquiries about the course should be directed to Sandra Katz at Mount Scopus Memorial College.

Each semester students will be required to:

- Write five essays on prescribed texts;
- Sit a two-hour examination;
- Be tested orally on the texts covered, for approximately 10 minutes.

# 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.

# History - Revolutions

## Rationale

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement is made.

The study of Revolutions considers differing perspectives on both the causes and outcomes of this upheaval.

## Unit 3

This unit focuses on the French Revolution, examining the social tensions and ideological conflicts that characterised the Old Regime and finishing with an exploration of the new society that was created, and the Terror it unleashed. The period under investigation begins in 1774 and ends in 1795.

## Unit 4

This unit focuses on the Russian Revolution, examining the social tensions and ideological conflicts that characterised the Old Regime and finishing with an exploration of the new society that was created, and the Terror it unleashed. The period under investigation begins in 1896 and ends in 1927.

## Entry

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

## Methods of Assessment

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

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

# Legal Studies

## 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 will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

## Unit 3: Rights and justice

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Unit 4: The people, the law and reform

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence..

## Methods of Assessment

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

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

# Literature

## 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 text 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 recreated 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 1, 2 and 3.  Students must undertake Unit 3 prior to Unit 4.

## Methods of Assessment

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

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

# Mathematics

## Rationale

Mount Scopus Memorial College offers the full range of VCE Units 3/4 Mathematics Courses at Year 12, with the exception of Foundation Mathematics Units 3/4.

Mathematical Methods Units 3/4 can only be undertaken by students who have completed Mathematical Methods Units 1/2.

Specialist Mathematics Units 3/4 can only be undertaken by students who have taken both Mathematical Methods Units 1/2 and Specialist Mathematics Units 1/2. Students choosing Specialist Mathematics Units 3/4 must also choose Mathematical Methods Units 3/4.

General Mathematics Units 3/4 may be chosen by students who have completed either Mathematical Methods Units 1/2 or General Mathematics Units 1/2.

If a student is studying General Mathematics Units 3/4, they are not allowed to study General Mathematics Units 1/2 in the same year. If a student is studying Mathematical Methods Units 3/4, they are not allowed to study General Mathematics Units 1/2 in the same year, but they can study Specialist Mathematics Units 1/2 in the same year.

Although these courses allow for flexibility in content and teaching methods to meet the needs of students of varying backgrounds and abilities, certain standards must be met.

Tertiary Mathematics may be undertaken by outstanding students of Mathematics as part of the MUPHAS program conducted by the University of Melbourne or the Monash program. Eligibility may be determined by an Entrance Examination. Details of course structure and timetabling will be dependent on the number of students involved.

Close attention must be paid to prerequisite subjects for tertiary courses when units of Mathematics are chosen. Whilst the College can give general advice in this area, students who have particular needs or who have any concerns or reservations about tertiary prerequisite subjects should contact tertiary course advisors or admissions officers at the institution offering the course in which the student is interested.

# General Mathematics

## 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 General 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

## 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%)

# Specialist Mathematics

### Rationale

Specialist Mathematics is a rigorous course complementing the study of Mathematical Methods Units 3/4. It is attempted most successfully by dedicated students with strong mathematical skills who have an interest in mathematics and/or aspirations to careers in the mathematical, physical and engineering sciences.

## Units 3/4

Specialist Mathematics Units 3/4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content emphasises mathematical structure, reasoning and proof and applications across a range of modelling contexts. Specialist Mathematics Units 3/4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1/2; the key knowledge and key skills from Specialist Mathematics Units 1/2; and concurrent study or previous completion of Mathematical Methods Units 3/4. Together these cover the assumed knowledge and skills 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 vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and 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

Enrolment in Specialist Mathematics Units 3/4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3/4.

## Methods of Assessment

Percentage contributions to the study score in VCE Specialist Mathematics 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%), and
- a two-hour exam to be done with technology and one bound reference, annotated text or lecture pad (40%)

# Media Studies

**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% |

# Music

## Rationale

Music is uniquely an aural art form and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Music learning has a significant impact on the cognitive, affective, motor, social, cultural and personal competencies of students. It supports and encourages flexible cognitive and behavioural skills, and creativity, which are further enhanced by the non-verbal communication methods found in musical socialisation. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and 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.

## Music Contemporary Performance

## Units 3/4

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

## Music Repertoire Performance

## Units 3/4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others,

and an ability to articulate their performance decisions with musical evidence and independence of thought.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

## Entry

Students must undertake Units 1/2 prior to undertaking Units 3/4 Music Performance. 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 Performance.

## Methods of Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3/4. In the study of VCE Music Performance student's level of achievement will be determined by School Assessed Coursework, an end-of-year performance examination and an end-of-year aural and written examination.

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

| | |
|---|---|
| Units 3 and 4 School Assessed Coursework | 30% |
| External End-of-Year Performance Examination | 50% |
| External End-of-Year Aural and Written Examination | 20% |

# Physical Education

## 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: Movement skills and energy for physical activity

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training

## 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% |

# Physics

## 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 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

## Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format

## Entry

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

## Assessment

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination. Percentage contributions to the study score in VCE Physics are as follows:

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

# Psychology

## 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.

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

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

# Religion and Society

## 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 3: The Search for Meaning

Areas of Study 1 introduces students to the nature and purpose of religion in the human search for meaning. Students study in detail a range of beliefs of one religious tradition or religious denomination that answer the big questions of life. Students explore beliefs concerning ultimate reality, the nature and purpose of human life, the meaning of suffering, death and the afterlife, the relationships between humans, humanity and ultimate reality, and human life and the rest of the natural world and the connections of the beliefs to each other.

Areas of Study 2 investigates how religious beliefs are intended to achieve their full meaning when they are expressed through the other aspects of religion. Students explore how two beliefs studied in Area of Study 1 and their expression in each of the other aspects are intended by the selected religious tradition or religious denomination to support meaning.

Areas of Study 3 focuses on the interplay between religious beliefs, faith and significant life experiences. Students undertake a detailed study of one particular significant life experience of a member of one selected religious tradition or religious denomination. Students investigate what happens to an individual's adherence to and understanding of the relevant beliefs and related expressions.

## Unit 4: Religion, Challenge and Change

Area of Study 1 deals primarily with how and why religious traditions and religious denominations have taken steps from their inception to the present to respond to challenges in the categories of theology, ethics and continued existence. Students will develop an overview of challenges to a particular religious tradition or religious denomination and then study three significant challenges in more depth.

Area of Study 2 investigates a fourth significant challenge to a particular religious tradition or religious denomination and the impact of its stances and responses on the religious tradition or religious denomination and, where appropriate, on the wider society.

## Entry

There are no prerequisites for Units 3/4.

## Methods of Assessment

Percentage contributions to the study score in VCE Religion and Society are as follows:

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

# Theatre Studies

## Rationale

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply production roles including acting, directing, props, makeup, set, costume, sound and lighting design to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with play scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. This knowledge is applied through use of stagecraft to collaboratively interpret play scripts in performance. Through contribution to the production of plays and performance of a monologue (either acted or designed for), students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners. Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing for stage and screen and studies in theatre history.
Students can present work either on stage as an actor/director or present illustrations, physical demonstrations or simulations of design elements as part of the external assessment.

## Unit 3: Production Development

This unit focuses on an interpretation of a play script through the four designated stages of production: planning, production development, production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They analyse the influence of production roles on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 play list published annually in the VCAA Bulletin and analyse and evaluate the interpretation of the play script in the performance.

## Unit 4: Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the VCAA. Students interpret a monologue from within a specified scene through acting and directing or other appropriate areas of design, such as costume, makeup, set, sound, props or lighting. Students attend a performance selected from the prescribed Theatre Studies Unit 4 play list published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

## Entry

Students must undertake Unit 3 prior to Unit 4. It is expected students will undertake Units 1 and 2 Theatre Studies as preparation for Unit 3.

## Methods of Assessment

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

| | |
|---|---|
| School Assessed Coursework (SACs) (Unit 3 = 30% and Unit 4 = 15%) | 45% |
| Examinations (October = 25% and November = 30%) | 55% |

# Visual Communication Design

## Rationale

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 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

**Outcome 1: Professional design practice**

- On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

**Outcome 2: Design analysis**

- On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

**Outcome 3: Design process: defining problems and developing ideas**

- On completion of this unit the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

## Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

**Outcome 1: Design process: refining and resolving design concepts**

- On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

**Outcome 2: Presenting design solutions**

- On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

## Entry

Unit 1 and 2 Visual Communication Design is the normal prerequisite for this study.

## Methods of Assessment

In Visual Communication Design SAC (School Assessed Coursework), SAT (School Assessed Tasks) and an end-of-year examination will determine the student's level of achievement.

**Unit 3 SAC**

| | |
|---|---|
| Outcome 1 and Outcome 2 | |
| School Assessed Coursework for Unit 3 | 20% |

**Unit 3 SAT**

| | |
|---|---|
| Unit 3 Outcome 3 and Unit 4 School-assessed Task | 50% |
| End-of-year examination | 30% |